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AUTHOR	Jesser, David L.
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ABSTRACT

State legislation relating to career education presently exists in 14 States (Arizona, Arkansas, Colorado, Florida, Hawaii, Iowa, Kansas, Louisiana, Michigan, New Jersey, Ohio, Vermont, Virginia, and Washington), with legislation pending or in some stage of discussion in seven States (Alabama, Connecticut, Kentucky, Maryland, Pennsylvania, Rhode Island, and Utah). It appears that the matter of State legislation will be an individual State matter with several States opting for no State legislation for career education. Although there has been a marked movement for State legislation during the past several years, the number at present makes it difficult to detect many strong patterns or trends. Most of the career education definitions, however, contain similar components of awareness, orientation, exploration, and decision making. The report is organized into three sections: Career Education Legislation in the States: An Overview, Analyses of State Legislation for Career Education, and Conclusions. More than half of the document consists of appendixes containing samples of existing and pending Senate/House bills and resolutions or State codes for career education legislation. (Author/EA)

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An Analysis of State Laws on Career Education and Pending State Legislation

Prepared for the National Advisory Council
On Career Education

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David L. Jesser
Washington, D.C.
October 15, 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FOREWORD

It is impossible, of course, to predict with any reasonable degree of accuracy how future historians will describe and interpret the American society of the mid- and late- 20th Century. It seems reasonable to assume, however, that such future historians will be somewhat perplexed at the many puzzling and incongruous situations that existed. As they examine the society as a whole, they will no doubt puzzle over how it was possible for what was probably the wealthiest nation on earth to have noticeable conditions of abject poverty. They will ponder over conditions that gave rise to greater political and personal freedoms than had seldom ever been witnessed before could also permit the existence -- and nurturing of -- social strictures that at times erased all but vestiges of those freedoms. Future historians no doubt will puzzle over many apparent contradictions in the American societal framework.

But of the many apparent contradictions in society, none will appear more glaringly than those which seemed to exist in the educational sub-system of the American society of the late 20th Century. They -- the historians -- will quickly note, for example, that the American people developed and supported a system of public education second to none; a system in which everyone, regardless of economic, social, ethonic or religious status, could have the opportunity to gain the best to be had in the way of an education. The historians, no doubt, will also credit that same educational system for much of the greatness achieved by the United States. The world position enjoyed by the United States, the utterly fantastic technological advances made, the incredible rate of industrial and business growth, all are likely to be described as products of the educational system.

Somewhere in their deliberations, however, the future historians will take note of some rather apparent inconsistencies or incongruencies that developed in the educational system of the United States during the latter half of the 20th Century. They will note that the American educational system, at about mid-century, began to be the target of considerable criticism. They will also likely note that in addition to being the target of criticism, the system itself was being held largely responsible for many of the overriding societal concerns of the period. They will observe that in response to the criticism and concern, numerous new programs were developed and implemented; revised emphases and priorities were formulated, and various and diverse target groups or populations were identified as having special needs. Programs such as early Childhood Education, Bilingual Education, Adult Education, Right to Read, and Special Education are representative of the types of the new programs and emphases that appeared on the education scene. Historians will note that each of these addressed a specific concern or an entire set of specific concerns, and that each made significant contributions to possible solutions of the vexing and perplexing problems of society. They will be cognizant of the fact that many educational leaders, as well as legislators, parents, and other concerned citizens, were calling attention to a pressing need for educational reform. They will also note that of all the various "responses to the call for reform in American education", none met with such an apparent instant acceptance as did the then relatively new idea of a response known as Career Education.

The scenario contained in the preceding paragraphs has been relatively easy to develop, for it indeed is based on what is and what has been. But how should one attempt to describe the what will be? Will future historians describe the acceptance and growth of Career Education as one of the most significant developments in the history of American education? Or will they describe it in terms of just another seemingly promising idea that grew, blossomed, and withered away?

Turning from what future historians may or may not say to the realities of the present, it seems fairly safe to indicate that the concept (or idea) of Career Education has indeed met with rapid -- instant -- acceptance.

There are those, of course, who would refute the contention that Career Education, as a basic education concept, is "new". Nonetheless, it is true that the concept as such was introduced to American education in early 1971. Using this as a baseline, the concept must indeed be perceived as "new". And since the concept of Career Education was introduced by Dr. Sidney Marland in 1971, it has most assuredly grown and spread rapidly across the nation. The acceptance of the concept, together with the rapidity with which it has taken place, clearly supports the idea that Career Education is a concept "whose time has come."

At the sime time, the rapid rate of acceptance tends also to underscore, in another manner, the significance of the concept.

Traditionally there has been a very real time lag between the introduction of an educational innovation and its general or widespread acceptance by educators. It has been estimated, for example, that a lag of from 35 to 50 years existed between the introduction of the motion picture projector and its widespread acceptance as a bona fide teaching tool. Similar lags -- although perhaps not as long -- can be found between the introduction and general or widespread acceptance of any number of educational technologies, methodologies, and techniques, such as education television, computer-assisted instruction, "new mathematics", and individualized instruction. In this context, the relative briefness of the time between the introduction and general acceptance of Career Education is indeed remarkable.

It is obviously possible to explain the rapid rate of acceptance that Career Education has enjoyed by glibly stating that "its time has come." However, the real reasons go far beyond such a "non-statement". Some other considerations are necessary if the rapid rate of acceptance is to be adequately explained.

The concept of Career Education, as it is perceived by many, represents more of a response to a call for reform in American education than it does a call for reform itself. The concept of Career Education does not call for complete or even the partial re-shaping of education or educational programs. Instead, it asks that certain changes be made within the structure of the existing educational system. Many educators and other concerned citizens have been able to perceive that the concept of Career Education holds considerable promise for eliminating or at least alleviating a major portion of the sources of criticisms that have been directed toward the education system, not creating a separate or new system of education, but by making adjustments in the existing one.

The second consideration that should be kept in mind, when comparing the non-acceptance or slow acceptance of certain educational innovations with the more rapid acceptance of Career Education, relates rather directly to a fundamental principle of change: People tend to accept to support a given change in almost direct proportion to the degree that they perceive the need for the change. In other words, people are more likely to accept a particular change if they understand the need for it. In the case of Career Education, many educators, governing boards, legislatures, and concerned citizens evidently understand the reasons why a change in focus, such as Career Education, is needed in the educational system.

Because of the types of understanding iterated in the above paragraphs, there have been legislative enactments in several states and in the Congress of the United States, the purposes of which have been to foster or encourage adoption and implementation of Career Education in all schools. This report will deal with such legislation where it exists.

What takes place in the various arenas -- political, educational and societal -- during the next few years will provide the future historians with the major guidelines that will be necessary to describe Career Education: A significant development or an interesting idea.

David L. Jesser
Washington, D.C.

SECTION ONE

CAREER EDUCATION LEGISLATION IN THE STATES: AN OVERVIEW

The rapidity with which Career Education has been accepted and grown has been mentioned in the Foreword of this report. It has also been described in a recent report of a special project of the Council of Chief State School Officers.[1] Implicit in the allusion to the rapidity of growth contained in the Foreward and in the more detailed descriptions contained in the report is one very salient point: Any description of any facet of Career Education is extremely temporal in nature. It is valid only for a particular moment in time. An accurate (at the moment) description of Career Education reflects the "what is" at a given moment. A description that is appropriate for "today" may well be inappropriate for "tomorrow".

Such is the case with descriptive information about state legislation relating to Career Education. The situation in the relative sense of "today" may indeed be different than the situation "tomorrow". Nevertheless, it is both desirable and appropriate for many groups, agencies, and organizations -- including the Office of Career Education of the United States Office of Education, the National Institute of Education, the National Advisory Council for Career Education, and the Council of Chief State School Officers -- to have some knowledge and awareness of what the situation is with regard to state Career Education legislation at the present time. Hence this effort.

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[1] Robert L. Crawford and David L. Jesser, The Status and Progress of Career Education. Washington, D.C.: The Council of Chief State School Officers, 1975.

Information about state legislation relating to Career Education has been gathered from two primary sources. First, a written questionnaire was sent to State Directors/Coordinators of Career Education in each of the states and extra-state jurisdictions[2] that are members of the Council of Chief State School Officers. Second, a telephone survey was conducted very recently with most of the State Directors/Coordinators in order to validate or confirm information provided earlier, and to make any modifications necessitated by recent events.

According to information gained from the surveys, there are a total of fourteen (14) states that currently have some form of legislative provisions for Career Education. (These are depicted in Table I, and are described in more detail in subsequent sections of this report.) It should be emphasized that in the fourteen states, the legislation covers a wide spectrum: In some states the legislation is quite comprehensive and even mandatory; in others it may be a legislative line item in an appropriations bill, while in still others it may consist of resolutions. Regardless of degree of comprehensiveness, however, the fourteen states identified in Table I can identify some type of specific legislative provisions for Career Education. At the same time, as depicted in Table II, it is possible to identify seven states in which legislation of this nature is pending or being considered at the present time.

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[2] American Samoe, Canal Zone, Guam, Puerto Rico, Trust Territory of the Pacific, and the Virgin Islands.

At the moment, a total of 21 states either have enacted or are seriously considering the enactment of specific legislation. Stated in another manner, 37 percent, or slightly more than one-third of the 57 states and extra-state jurisdictions have some legislation or legislative intent that is concerned quite directly with Career Education. This represents a considerable increase during the pass several years, and should serve as an indicator of the growth in the interest in and commitment to Career Education which has taken place in the several states.

But while 21 states either have enacted or are considering the enactment of legislation for Career Education, the rather obvious corollary is that some 36 states or extra-state jurisdictions have not, to date, enacted such legislation. The corollary, however, should not be misinterpreted. Several states which have legislation, for example, have rather emphatically indicated that they prefer not having state legislation that might be excessively restrictive or prescriptive. Others, such as Wisconsin, have indicated that the leadership role at the state level will in the long run be more effective in implementing Career Education than mandating it through legislation, and hence have not pushed for legislation of this nature.[3] Still other states, such as Ohio, Maryland, Rhode Island, Oregon, and Missouri, have been able to initiate Career Education efforts under the fairly broad provisions of existing state legislation pertaining to Vocational Education.

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[3] Telephone conversation with Robert Mayer, Wisconsin Coordinator for Career Education, September 1975.

An example of this approach to Career Education can be seen in the following information provided by the Missouri Coordinator for Career Education:

> We do not have state legislation for Career Education in Missouri per se. The program is supported rather modestly through an appropriation bill for Vocational Education. Since our existing statutes include provisions for pre-vocational education our interpretation is that we can legally engage in career education programming. These statutes are part of the body of school law in Missouri and the yearly appropriations process adds the flexibility that we need to conduct our programs.[4]

And in still other states, including New Mexico, Nevada, and Utah, impetus for Career Education has been provided by actions of the State Board of Education.

Whether state legislation for Career Education is needed would seem to be a rather moot question. Obviously, such legislation has provided the needed and necessary impetus in some states. In others, such legislation has been perceived as a possible impediment. The desirability, therefore, must be considered only in terms of the history, heritage, tradition, and basic philosophy of each individual state.

It should not -- must not -- be inferred, however, that the absence of state legislation for Career Education is indicative of either a lack of interest in or commitment to Career Education. Neither should it be inferred that individual states in which no legislation for Career Education exists have no interest in or concern about such legislation. To the contrary, recent telephone contacts with State Directors/Coordinators of Career Education indicate that such interest does exist, and that legislation of this nature is being discussed as a distinct possibility in several states.

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[4] Frank Drake, Missouri Coordinator for Career Education in letter to author. March 10, 1975.

Other expressions of both an interest in and a need for legislation of this type were generated at the National Conference for State Directors/Coordinators of Career Education and other key SEA personnel. The conference, sponsored by the Council of Chief State School Officers, was held in Denver, Colorado, April 21, 22, 23, 1975. Participants in this conference expressed in several ways a considerable interest in state legislation for Career Education.

In a report of the conference[5] are to be found recommendations concerning state legislation for Career Education by which were developed different conference work groups. Persistence of this nature was apparent with several other recommendations, and at first glance might appear to reflect unnecessary repetition. The author, in a summary of the conference recommendations, addresses this point:

> But when the recommendations are critically reviewed, and when it is kept in mind that the several groups (A-D and I-VII) met, functioned, and discussed the issue independently of the other groups, the apparent redundancy becomes a strengthening, as it were, of an expression of need. At the same time, it would seem proper to infer from the apparent redundancy some degree of agreement with regard to the expressed needs.[6]

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[5] David L. Jesser, State Leadership In Career Education: Report of A National Conference for State Directors/Coordinators of Careeer Education and Other Key SEA Personnel. Washington, D.C.: Council of Chief State School Officers, 1975, p. 5.

[6] Ibid., p. 38.

From the group concerned with the status of Career Education came the following recommendation concerning both state legislation and legislative involvement:

> Working through the Chief State School Officer and the appointed Task Force, efforts should be made to get the Legislature involved to the extent that it will either pass legislation calling for Career Education in the schools or will provide funding for it.[7]

From the group examining patterns of growth in Career Education:

> Legislation for the development and growth of Career Education must be carefully planned. Such legislation must avoid categorical mandates and appropriations which might encourage in bureaucratic and programmatic process for the delivery of Career Education rather than the integrated infusion of Career Education through all disciplines and at all levels.[8]

Still another recommendation concerning legislation was generated by the group which was addressing itself to constraints and constraint removal.[9] In a constraint removal matrix is a recommendation to the effect that either a state law or a state policy should be considered as part of any constraint removal process.

As has been noted, the Denver conference, at which the preceding recommendations regarding legislation concerned with Career Education were generated, was a conference primarily of and for State Directors/Coordinators of Career Education. It is not surprising, therefore, that the recommendations were concerned with legislation at the state level of governance. Additionally, when the caliber of state leadership represented at the conference is considered, it is not surprising to note the unselfish and positive nature of the recommendations concerning state legislation for Career Education.

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[7] Ibid., p. 13.
[8] Ibid., p. 19.
[9] Ibid., p. 28.

It will be recalled, for example, that one of the recommendations called for legislative involvement in order to recommend and provide funds for Career Education. It is interesting and worthwhile to note that this recommendation stressed working through the chief state school officer and through a task force made up of policy-makers from each bureau or division of the state education agency. It is also interesting to note that this procedure is being followed at the present time in several states. In Utah, for example, an intra-departmental cross-disciplinary task force meets regularly to review the status of Career Education efforts in that state, and is currently engaged in the formulation of recommendations that might be incorporated into state legislation.[10] In Connecticut,[11] Commissioner of Education Mark Shedd has requested that similar activities take place in the Department, and that appropriate recommendations be made. Similar activities are to be found in other states. It would appear, therefore, that efforts are being made to implement the recommendation pertaining to involvement.

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[10] Telephone conversation with Mr. Lynn Jensen, State Director/ Coordinator for Career Education in Utah, September 1975.

[11] Telephone conversation with Dr. Saul Dulberg, State Director/ Coordinator for Career Education in Connecticut, September 1975.

The second recommendation noted earlier reflects what has to be perceived as an unselfish attempt by key state level Career Education personnel to integrate Career Education into the total fabric of education. The state leaders who participated in the Denver conference probably would profit personally from the creation of a bureaucratic and programmatic process for the delivery of Career Education. Yet the recommendation stressed careful planning in order that state legislation would encourage total integration of Career Education into the educational structure and at the same time would discourage the establishment of a separate bureaucracy for Career Education. Evidence of attempts to implement this recommendation can be found in many states, including those in which state legislation exists as well as those in which it does not.

An example of the latter -- that is, a state with no state legislation for Career Education -- can be found in Rhode Island. In a recent report[12] relating to Career Education, the concept of integrating Career Education into the total educational system is emphasized by the following statement:

> In order for Career Education to become a vehicle for education reform, there must be complete integration of Career Education into the total operation of all American education.[13]

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[12] William F. Nixon, Jr., Career Education in Rhode Island, 1975. Providence, R. I.: Rhode Island Department of Education, 1975.

[13] *Ibid*., p. 22.

The concept that Career Education should not be a separate entity in the existing bureaucracy was noted by former Rhode Island State Commissioner of Education Fred G. Burke, who observed in 1972 that Career Education should be viewed as:

> "...a method of educating people towards an understanding of the essential interrelation of individuals in society. It intends to foster the skills of information acquisition, self-appraisal, synthesis, decision-making and planning by using careers as the central focus for all learning activities.[14] (Emphasis supplied)

Still another example of how the total integration concept of Career Education is perceived in a state having no state legislation for Career Education can be found in a recent Illinois publication:[15]

- Career Education not only encompasses general education, job information, skill development and leadership training but also helps students to develop attitudes about the personal, psychological, social and economic significance of work.
- Career Education is a comprehensive educational program focused on careers, which begins in grade one or earlier and continues through the adult years.[16] (Emphasis supplied)

Similar examples of statements or definitions that are supportive of the recommendation mentioned above can be found in many states. The examples used, however, should be sufficient to indicate that states -- even those without Career Education legislation -- are making efforts to implement the recommendation concerned with integration the concept into the curriculum and avoiding the creation of another education "program".

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[14] *Ibid*., p. 1.

[15] ______, An Aid for Planning Programs in Career Education. Springfield, Illinois: State of Illinois, Board of Vocational Education and Rehabilitation. (OCB-4000-12/1273)

[16] *Ibid*., p. 1.

As noted earlier, whether or not legislation will be needed in every state before the recommendations are fully implemented remains to be seen. It seems quite probable, however, that as a result of the approach being taken in several of the states which at present do not have legislation, some additional state legislation will emerge. At the same time, it is also conceivable that some of the states without legislation will be able to achieve the implementation of Career Education without specific legislation. In the latter instance, however, it would seem safe to assume that some form of State Board action or Departmental Regulation will be required. Such actions or regulations, while not law per se, may serve as adequate substitutes for law, and thus have the same results.

SECTION TWO

ANALYSES OF STATE LEGISLATION FOR CAREER EDUCATION

In analyzing existing and pending legislation for Career Education in the several states, an attempt has been made to examine it (the legislation) in terms of definitions, funding, activities for which funds might be used, provisions for matching, evaluative procedures, levels of education affected, and provisions for accomodating the needs of special segments of the population. It should be emphasized at the outset, however, that all of the categories noted are not to be found in existing state legislation for Career Education. It should also be emphasized that in many of the states in which no legislation for Career Education exists there are, as a result of State Board, State Department, or other actions, provisions for many of the preceding categories. The overall situation, with regard to state legislation and state efforts, is wide-ranging in its variety.

Definitions of Career Education

In Arizona, for example, the legislation that provided for a Career Education program, and which contained a sizeable appropriation for Career Education efforts, does not contain a specific definition of Career Education. As will be noted later, the legislation contains provisions relating to ways in which the funds may be expended and to the responsibilities assigned by the legislation to the State Department of Education. But it does not define Career Education as such. The definition of Career Education, as used in Arizona, is instead found in a separate publication of the Department of Education:

> Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all students. This calls for all basic education subjects to incorporate Career Education as the major activity throughout the curriculum.[17]

While Arizona is one example of a state in which the legislation for Career Education does not contain a specific definition of the term Career Education, there are any number of states in which official definitions of Career Education exist without any legislative provisions for Career Education.

In Nevada, for example, there is no state legislation for Career Education. The Nevada State Board of Education, however, has defined the concept in a position and policy statement:

> Career is interpreted both as the total pattern of employment an individual will follow over the course of his life, and as the specific marketable skill with which he gains entry into the world of work.
>
> Career Education is a comprehensive education program focused on careers and an educational process where people gain knowledge, attitudes, awareness, and skills necessary for success in the world of work (career success).[18]

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[17] Career Education in Arizona. Phoenix: Arizona State Department of Education, 1973. p.8.

[18] Career Development in Nevada: A Position and Policy Statement for Career Education. Carson City: Nevada State Department of Education, 1972. p.2.

In Nebraska, another state in which no legislation for Career Education has been developed, the State Department of Education has issued a position paper on Career Education in which the following definition is to be found:

> Career Education is a comprehensive, systematic, and cohesive plan of instruction that will provide each student the opportunity to plan and prepare for a meaningful and satisfying role as a working member of society. A total program of Career Education should provide instruction for individuals at each stage in the lifelong process of career development.[19]

As will be noted later, definitions of Career Education are to be found in existing legislation for Career Education in several states, and this of course is to be expected. It would seem prudent to recognize, however, that definitions of Career Education in the several states do not necessarily come into existence as a result of legislative action, but instead emanate from a variety of sources.

With the preceding thoughts and implied caveats in mind, the existing state legislation for Career Education can be examined in terms of definitions.

Arizona. It has already been noted that the legislation which established Career Education in the State of Arizona (Senate Bill 5, 1971) does not contain any specific definition of Career Education. By inference, however, it is apparent from certain sections of the legislation that the legislature wished to establish an educational program that would orient students to the "world of work". Specific references contained in the legislation include:

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[19] Sharon Mayer, Career Education: A Position Paper. Lincoln, Nebraska State Department of Education, 1972. p. 1.

- Making career testing and counseling available to each common and high school pupil (Article 9, 15-1199, A-2).
- Obtaining, preparing and maintaining reading material, films, tapes and other equipment for the purpose of giving each child an orientation to the world of work....(Article 9, 15-1199, A-3).
- Retraining common school teachers and counselors for the career orientation of pupils to the world of work. (Article 9, 15-1199, A-4).

There are other references found in the legislation (See Appendix A), but the preceding citations should serve to indicate the intent, which could be interpreted as a definition of sorts. The inference suggested is given additional credence when the contents of a letter from the Members of the Conference Committee on Senate Bill 5 to (then) Superintendent of Public Instruction Weldon P. Shofotall are considered. In the letter (quoted in its entirety in Appendix B) is found the following statements:

> ...Special effort should be directed toward assuring a totally articulated program in Career Education from kindergarten through 12th grades.
>
> ...Special encouragement should be given to the cluster concept in Career Education at the high school level rather than specialization of narrow one-type occupation programs. Career Education programs should provide an awareness of the world of work, plus exploration in activities that relate to job clusters.

It would appear that the members of the Arizona State Legislature, in adopting state legislation, preferred to provide direction, through the Arizona State Department of Education, to the local schools or school systems desiring to implement Career Education.

Arkansas. Legislation relating to Career Education in Arkansas is titled "An Act to make an Appropriation for Personal Services and Operating Expenses of the Department of Education - Career Education for the Biennial Period Ending June 30, 1977; and for Other Purposes". (See Appendix C.) As such, it does not contain any reference to a definition of the term Career Education.

By providing a special appropriation for personnel services, however, it must be assumed that reference was made by the legislature to the definition contained in a position statement of the Arkansas Department of Education:

> *Career Education is essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development*.
>
> Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes awareness of the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

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[20] *Career Education in Arkansas*. Arkansas Department of Education, 1973, p. 1.

Colorado. The legislation creating a state program of Career Education in the schools of Colorado, (H. B. No. 1346, 1975) includes the following definitions:

> (1) "Career Education" means a systematic, comprehensive, and continual learning process from kindergarten through post high designed to assist each individual to assess rewarding career choices.
>
> (2) "Career Education concept" means the utilization of .... a classroom curricula and community resources to provide students with a continual learning process that involves awareness, exploration and pursuit of, and preparation for, life roles and careers.

As with other definitions, either explicit or implicit, the Colorado legislation would appear to be intended as broad directions for both the State Department of Education and local school systems, rather than rigidly prescriptive in terms of program thrusts. (See Appendix D for the complete legislation.)

Florida. The state of Florida has not enacted legislation relating specifically to implementation of Career Education per se. Florida has, however, enacted two bills which provide a backdrop and direction for development of the concepts of Career Education in the educational program of that state. The first of these (S. B. 1025, 1973) provides for the establishment and maintenance of student placement and follow-up services by district school boards. This legislation is not, as noted, directed toward Career Education. But it states that

> The basic purpose of education is to prepare students to become productive, employable and self-supporting members of society, and the problem of transition from school to work is of critical importance. (Sec. 1.)[21]

The purpose, as stated in this piece of legislation may not define Career Education, but it would certainly appear to be consistent with the defined State Goal for Career Education:

> Career Education shall provide the experiences necessary for each learner to acquire the knowledge, skills, and attitudes to make career development decisions. Such knowledge, skills, and attitudes shall be the maximum the learner's abilities and motivation allow. The career development decisions shall maximize the learner's self-realization, social effectiveness, economic productivity, and moral responsibility. As a result, each learner shall carry out social roles and achieve an active, productive, and satisfying life.[22]

Iowa. The state legislation relating to Career Education in Iowa (Iowa State Code, 280.9, 1975) states that

> ... curricular and co-curricular teaching-learning experiences from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying....
>
> Essential elements in career education shall include, but not be limited to:
>
> 1. Awareness of self in relation to others and the needs of society.
> 2. Exploration of employment opportunities and experiences in personal decision making.
> 3. Experiences which will help students to integrate work values and work skills into their lives.

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[21] See Appendix E

[22] Career Education in Florida: A Position Statement. Tallahassee, Florida: Florida State Department of Education, 1973. p. 5.

[23] See Appendix F.

As with most state legislation relating to Career Education, the Iowa legislation sets forth broad directions and guidelines, as is clearly demonstrated in the last three points enumerated in the above definition.

Hawaii. The state of Hawaii does not have a legislative enactment as such for Career Education, but the Hawaii House of Representatives has adopted a resolution calling for the support of Career Education by both the University of Hawaii and the State Department of Education. (H.R. NU. 424, 1974.) The resolution contains the following definition.

> ...career development or career education is the process of acquiring knowledge, skills, and attitudes which will enable an individual to take a productive and satisfying role in society; and
>
> ...the basic components essential for the achievement of career development, namely, self-realization, social relationship, civic responsibilities, and economic efficiency, are among the basic purposes and objectives of public education in Hawaii....[24]

Kansas. As with Hawaii, the state of Kansas does not have a legislative act relating to Career Education, but instead has indicated support of the concept in the form of a legislative resolution (Senate Concurrent Resolution No. 82, 1974). In the resolution, the Kansas State Legislature noted "the need for incorporation into the public school system the concepts of career education, including career awareness and career preparation...." (See Appendix H for complete text of the resolution.)

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[24] See Appendix G.

In addition to describing two of the component parts of Career Education, the Kansas Legislature, in its resolution, made note of the fact that the Kansas State Department of Education had already articulated statewide goals for Career Education. The existence of such goals may well have negated, at least in the thinking of the Legislature, the need for a more specific definition.

Louisiana. The state of Louisiana has two separate legislative acts relating to implementation of the concepts of Career Education in the schools and school systems of the state. The first, Senate Bill No. 65 (1973) deals primarily with the manner in which the concepts are to be implemented, while the second, Senate Bill No. 68 (1973) contains provisions for funding. (It should be noted that while the two acts are separate pieces of legislation, each contained a provision that its enactment would be contingent upon the enactment of the other. Both are therefore referenced in Appendices I-1 and I-2.)

The legislation relating to implementation (Senate Bill No. 65) included the following provision which is in effect a definition of Career Education:

> The board and the department shall plan, develop and provide a coordinated, comprehensive program of career education to encourage and to promote the acquisition of skills for earning a living together with basic academic skills and to develop the potentials of students into abilities that will enable them to be as self-sufficient as their talents permit, to function effectively in society and to live meaningful, enjoyable lives; provided, however, that every student enrolled in elementary or secondary school shall be required to pursue the basic academic curricula that shall be provided in all such schools as a condition precedent to the awarding of a diploma and the graduating from such schools.

Michigan. In 1974 the 77th Legislature of the State of Michigan passed an act

> ...to promote the planning and development of career education programs; to create a state career education advisory commission and local career education planning district councils and to prescribe their powers and duties; and to prescribe the powers and duties of certain state departments and agencies.[25]

The Michigan legislation (Act No. 97, 1974) is quite comprehensive in nature. The contents of the bill are directed at meeting the purposes outlined above, and include definitions of the terms used, including one for Career Education:

> "Career education" means programs for K-12 students designed to create career awareness, orientation, exploration, planning, preparation, and placement, to maximize career options available, and to provide comprehensive career development. In addition, "career education" shall provide for the full development of students to gain maximum self-development and fulfillment from career preparation and choice, and to maximize the capabilities of students to explore, analyze, prepare for, gain entry to, and succeed in career choices.

New Jersey. The legislation relating to Career Education in New Jersey predates (1970) the introduction of the concept or idea by Dr. Sidney Marland (1971), and does not, therefore, contain a definition of "Career Education". Instead, the New Jersey legislation[26] makes reference to a "Career Development Program" which is described as a "new approach which combines technical activities and classroom lessons designed to provide occupational awareness with regard to vocational opportunities." The legislation goes on to describe, in effect, a system of Career Education that would include:

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[25] See Appendix J.
[26] See Appendix K.

- Technology for Children -- Elementary Grades;
- Introduction to Vocations -- Middle and Junior High Grades;
- Coupled Pre-Vocational Work Study;
- Job Placement Programs;
- Career Resource Centers; and
- In-Service Teacher Training Programs.

Ohio. Legislation relating to Career Education in Ohio is found in legislation which appropriated funds for general education (H.B. 155, June 27, 1975). Included in the appropriation is a line item for Career Education which makes available $1,872 million for each year in the next biennium. No definition of or other reference to Career Education is made, however.

As with other states having legislation relating to Career Education without defining the concept, it must be assumed that adequate definitions have already been furnished by the Ohio State Department of Education.

Vermont. Since 1973 Vermont has funded Career Education efforts through a line item in the Vocational Education budge. Here again, no definition is provided. With an annual appropriation, however, the same assumption made in the case of Ohio would seem to be valid.

Virginia. Virginia, as with Ohio and Vermont, has provided funding for Career Education through a line item in the Vocational Education budget. No definition of Career Education is provided in the legislation.

Washington. The state of Washington has provided funding for Career Education through a line item in the K-12 program budget for the 1975-77 biennium. No definition is contained in the legislation.

Definitions Found in Proposed (But NOT Passed) Legislation. Obviously, it is profitable to examine and review the legislation relating to Career Education that exists in the various states, and to seek out definitions that are used. It may also be productive to examine, in the same context, legislation that has been proposed or introduced, but which for some reason failed to become the intended statute. Three such pieces of such proposed legislation are included in the appendices as follows:

Proposed Idaho Legislation ...	Appendix L
Proposed Oregon Legislation ..	Appendix M
Proposed Pennsylvania Legislation ..	Appendix N

The proposed legislation for Idaho contained the following definition of Career Education:

> "Career education" means the experiences and programs through which one learns about and prepares to engage in meaningful work, whether paid or unpaid, and includes:
> (a) Self and career awareness - grades 1-6;
> (b) Career exploration, decision making and planning - grades 7-12;
> (c) Career preparation and placement - grades 11-12, and
> (d) Career education inservice training program for staff.

The legislation proposed in Oregon did not contain a specific definition of Career Education. By inference, however, one can assume that the legislation would have provided for support of the development of Career Education programs from kindergarten through adult education programs.

The proposed Oregon legislation, it should also be noted, made specific reference to the "state plan for career and vocational education". Again, one can infer that adequate definitions are to be found elsewhere in documents such as the state plan.

Similarly, the legislation proposed in Pennsylvania did not specifically define Career Education. The purposes, as enumerated in the proposed legislation, could serve as somewhat of a definition. These include:

(1) To make educational subject matter more meaningful and relevant to the individual by focusing around career development themes.
(2) To provide all persons with the guidance, counseling, and instruction needed in developing (i) their awareness of themselves and others; (ii) their self-direction and their acceptance of responsibility.
(3) To provide services for placing every person in the next step in his development whether it be employment or further education by assuring the opportunity for all persons to gain an entry level marketable skill prior to their leaving school or preparing them with the knowledge and skills necessary to pursue further education or to be come employed.
(4) To incorporate into the education system greater utilization and coordination of all community resources.
(5) To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and reentry either into the world of work or the educational system.

Legislative Provisions for Funding Career Education

In examining state legislation in terms of funding,(See Table I) it is readily apparent that a wide range of differences exist. Three of the states in which legislation exists, viz., Arizona, Louisiana, and Ohio, have authorized or appropriated, in the enabling legislation, funds of sufficient magnitude so as to make support of local school programs throughout the state possible.

Three others, viz., Colorado, New Jersey, and Virginia, have authorized more limited amounts which preclude, for the moment, the channeling of substantial amounts into local schools for the support of implementation programs. (In Virginia, for example, the amount authorized -- $258,525 -- was designated for use in two pilot programs.)

In three other states, viz., Arkansas, Vermont, and Washington, the amounts appropriated would hardly seem sufficient to support the minimum staff positions required. (Arkansas, as an examination of the legislation will show, clearly intended the appropriation to be used for staff purposes.) The line item appropriations in Vermont and Washington do not specify use.

The five remaining states portrayed in Table I make no provision for funding Career Education. In two of the states depicted as having no appropriation -- Hawaii and Kansas -- the existing legislation consists of House and/or Senate Resolutions, and no legislative appropriation is called for. In the remaining three in this category -- Iowa, Florida, and Michigan -- the intent of the legislation seems to have been that of making Career Education a part of the existing educational program, and of utilizing funds provided generally for education for purposes of Career Education.

TABLE I

EXISTING STATE LEGISLATION FOR CAREER EDUCATION

State	Legislative Reference	Effective Date	Initial Appropriation or Authorization
Arizona	SB 5	July 1, 1971	$1,900,000
Arkansas	HB 893	July 1, 1975	87,077
Colorado	HB 1346	July 1, 1975	200,000
Florida	SB 1025 CS/HB 3692	July 1, 1973 July 1, 1974	- - -
Hawaii	HR 424	March 20, 1974	- - -
Iowa	Chap. 280	1975	- - -
Kansas	SCR 82	1974	- - -
Louisiana	SB 65 SB 68	1973	53,976,171*
Michigan	PA 99	May 7, 1974	- - -
New Jersey		1970	318,000
Ohio	HB 155	June 27, 1975	1,672,000
Vermont		July 1, 1973	50,000
Virginia	SB 647	July 1, 1974	258,525
Washington		July 1, 1975	100,000/biennium

*Total amount authorized. $23,091,917 was designated as first priority.

There appear to be several points relating to state funding of Career Education that need to be made more clear. To begin, it needs to be emphasized that there is little relationship between the amounts shown in Table I (and provided for in the legislation) and the funds that are currently being used for Career Education purposes in the various states. The figures shown in Table I reflect legislative provisions, it is true. But it must be recognized that less than 25 percent of the states have legislation relating to Career Education. And it must also be recognized that many states in which no specific legislation for Career Education exists have -- and are funding from general education or other appropriations -- strong and comprehensive Career Education efforts. This is true in states such as Michigan, Florida, and Iowa, where legislation exists but which does not include specific appropriations. It is equally true, however, in states such as Texas, Maryland, Oregon, Georgia, Wisconsin, and many others where no specific legislation exists.

Another point, perhaps implicit in the preceding paragraphs, relates to the fact that there exists some degree of difficulty in identifying sources of funds utilized for Career Education purposes. It is, of course, easier to pinpoint sources of some of the funds used to support Career Education when such funds are provided for in legislation. But, as should be inferred, such funds in many states represent only the "tip of the iceberg". Funds from other sources are used, obviously, but it is difficult, in many instances, to identify the source.

In like fashion, and perhaps for similar reasons the amounts of funds used to support Career Education efforts are also difficult to identify. This seems to be the case regardless of the existence or non-existence of enabling and authorizing legislation, and no doubt reflects the basic philosophy held regarding the concept of Career Education. Current efforts by organizations such as the American Institutes of Research may provide insights as to ways in which the problem -- if indeed it is a problem -- may be ameliorated. Until such insights are gained, however, data relating to funding of Career Education is likely to be irrelevant, superficial or meaningless.

Activities for Which Career Education Funds May Be Used. In every piece of state legislation for Career Education that contains provision for funding, with the notable exception of line item appropriations, there are to be found statements alluding to what the funds might be used for. In one instance, that of Arkansas, the intent of the funding is to provide for staff positions at the SEA level. In the others, however, the funds are intended to support the installation and operation of Career Education oriented instructional programs. Special categories of activities such as Career Awareness, Exploration, Pre-Vocational, Career Counseling, and Placement -- all components of Career Education -- are mentioned with some degree of frequency in the legislation. Also mentioned, but with less frequency are activities relating to In-Service, Special Facilities, Materials- and Equipment, Curriculum Development, Additional Staff, Pilot Programs, and Public Information Programs.

Provisions for Matching of Funds. In the several items of state legislation, only one -- i. e., that from Colorado -- contains a specific requirement for the matching of state appropriated dollars with local (or other) dollars. The legislation appropriates a total of $200,000, but makes this contingent on the "matching" element.

Provisions for Evaluative Procedures. The state legislation relating to Career Education does not, as a rule, contain references to evaluation. The legislation in three of the 14 states shown in Table I, however, do contain such references. In the Arizona legislation the reference is found in the sections dealing with the powers and duties of the Board and the Superintendent. The Board, for example, shall:

> Review the proposed program objectives of each school district and county as to the conformity to prescribed standards and qualifications, appropriateness of priorities, workability of procedures, and overall value.

In similar fashion, the legislation directs the Superintendent to:

> Review the operation of all Career Education programs which receive state assistance to determine compliance with the provisions of this article and the State Board standards and qualifications and the proposed program objective as submitted to and approved by the State Board. (See Appendix A)

The Colorado legislation (shown in Appendix D) provides that the State Board of Education shall:

> Prepare an annual progress report for the General Assembly no later than January 1 of each year. The report shall include data regarding the effectiveness of Career Education concepts in each given year.

Of the three legislative acts that refer in some direct manner to provisions for evaluation, only that of Michigan specifically uses the word, "evaluate". According to the Michigan legislation (See Appendix J) the Advisory Commission "shall evaluate current state, regional, and local efforts toward career education and shall submit to the State Board of Education its findings".

Provisions for Pupils With Special Needs. It would be erroneous, in one sense, to infer from this section that no state has provided, in legislation, for the career education needs of pupils with exceptional needs. Virtually every piece of legislation contains words or phrases such as "each child", "every learner", and "all students". In this context, it might be said that pupils with special needs are included in the groupings suggested by the above phrases. Specific referances to pupils with special needs, however, are lacking.

Levels of Education Affected by State Legislation.

Basically, the same type of situation exists when examining the levels of education that state legislation for Career Education affects as was noted in a prior section. By inference, "every" learner would mean any person engaged in a learning activity, albeit in this instance one would almost have to assume the existence of some type of formal learning situation. The legislation, as has already been noted, contains many such references. Less than half of the legislative enactments; however, make specific reference to grade or level of education. The Arizona legislation specifies emphasis on grades 7-12, while that of Colorado makes note of "school district, community colleges, and institutions of higher learning...." In the Iowa legislation, the levels specified include "prekindergarten through grade 12", while in the Louisiana legislation the coverage is extended to post-secondary situations. And in Michigan, the legislation is designed to affect students in grades kindergarten through twelve.

SECTION THREE

CONCLUSIONS

As depicted in Table II, state legislation relating to Career Education exists in fourteen of the states at the present time. As also depicted in the same Table, it has been indicated that legislation is either pending or in some stage of discussion in seven states. (See also Table III.) The number of states actually possessing legislation for Career Education represents 28% of the fifty states, or slightly more than one fourth. (When a total of 57 jurisdictions is used as a base, the percentage drops to 24, or slightly less than one-fourth.)

It has been suggested that the percentage figures used here might be taken as an indication of both lethargic movement and a lack of interest. Neither inference should be drawn. The growth in the number of states having Career Education is rather startling when a time frame of seven years is applied. And it does appear likely that several states which do not have legislation of this nature at present are seriously considering it. So, it should be fair to observe that the progress has been, and is, somewhat other than lethargic. There is and has been marked movement.

At the same time, it appears likely that there are likely to be several states that will opt for no state legislation for Career Education. The probable reasons have already been discussed elsewhere in this report, and need not be repeated. As was noted in a previous report about Career Education prepared by the author, however, the matter of state legislation for Career Education would seem to be just that, a matter for the states themselves to consider.[27]

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[27] David L. Jesser, Career Education: Alive and Well? Washington, D.C.: Council of Chief State School Officers. 1973.

TABLE II

STATUS OF STATE LEGISLATION FOR CAREER EDUCATION

State	Legislation Enacted	Legislation Pending	Legislation Being Discussed	Legislation Introduced but not Enacted	No Legislation
Alabama			X		
Alaska					X
Arizona	X-1971				
Arkansas	X-1975				
California					X
Colorado	X-1975				
Connecticut			X		
Delaware					X
Florida	X-1974				
Georgia					X
Hawaii	X-1974 (Resolution)				
Idaho				X	
Illinois					X
Indiana					X
Iowa	X-1975				
Kansas	X-1974 (Resolution)				
Kentucky			X		
Louisiana	X-1973				
Maine					X
Maryland			X		
Massachusetts					X
Michigan	X-1974				
Minnesota					X
Mississippi					X
Missouri					X
Montana					X
Nebraska					X
Nevada					X

TABLE II - (Continued)

STATUS OF STATE LEGISLATION FOR CAREER EDUCATION

State	Legislation Enacted	Legislation Pending	Legislation Being Discussed	Legislation Introduced but not Enacted	No Legislation
New Hampshire					X
New Jersey	X-1970				
New Mexico					X
New York					X
North Carolina					X
North Dakota					X
Ohio	X-1975*				
Oklahoma					X
Oregon				X	
Pennsylvania		X			
Rhode Island			X		
South Carolina					X
South Dakota					X
Tennessee					X
Texas					X
Utah			X		
Vermont	X-1975*				
Virginia	X-1974*				
Washington	X-1975*				
West Virginia					X
Wisconsin					X
Wyoming					X

*Contained in Appropriations Bills

TABLE III

STATUS OF PENDING OR PROPOSED STATE LEGISLATION FOR CAREER EDUCATION

State	Status
Alabama	No legislation prepared or drafted. Intradepartmental groups are currently meeting to discuss and make recommendations for legislation.
Connecticut	No legislation prepared or drafted. Commissioner of Education has requested recommendations for legislation from departmental staff members.
Kentucky	No legislation prepared or drafted. Recommendations for possible legislation are currently being developed.
Maryland	No legislation prepared or drafted. State Task Force for Career Education has been requested to develop recommendations.
Pennsylvania	H.B. 354 was introduced during the 1975 session of the General Assembly of Pennsylvania and referred to the Committee on Education on February 11, 1975. The Bill did not come out of the Committee, but is still pending.
Rhode Island	No legislation prepared or drafted. With creation of new staff position for Career Education, it is probable that recommendations will be forthcoming.
Utah	No legislation prepared or drafted. Intradepartmental Task Force on Career Education meet bi-monthly, and been requested to develop recommendations for Career Education legislation.

But while the number of states having legislation for Career Education has increased during the past several years, the number at present (14) makes it difficult, if not impossible, to detect many strong patterns or indications that might be described as trends. The one possible exception to this point can be found when examining definitions. Most of the definitions contained in the legislation are, generally speaking, quite similar. Most contain references to the several accepted components of Career Education, including Awareness, Orientation, Exploration and Decision Making. And where definitions contained or implied purposes, there was a similar degree of likeness.

If the existing legislation can be taken as being representative of all states, there would probably be little difficulty in obtaining consensus as to definition and purpose. The same could not be said, however, when considering other facets of the legislation -- funding, levels of education, populations served, etc. Each state has its own uniqueness and its peculiarities, and these characteristics appear to be reflected in those portions of the state legislation that provide for those specific aspects.

State Legislation -- Pro and Con

As implied in several places throughout this report, there are arguments both for and against having state legislation for Career Education. Legislation can serve as the impetus to get a state "moving". And indeed it would seem to serve this purpose well in some states. On the other hand, the very existence of state legislation might serve to place undue constraints or restraints on the activities of a dynamic state department of education.

In some states specific legislation is needed to obtain the funds needed to support the concept of Career Education, while in others the necessary funds are obtained sans legislation, and one perceived "unnecessary" hurdle or impediment is removed. And so it goes, or could go, almost ad infinitum.

The pro or con of state legislation can only be provided by the individual state concerned. People knowledgeable about the state, its people, and its traditions, are really the only ones who can provide the proper arguments. But perhaps a general rule might be applied, and might be developed in response to questions such as: What is the purpose of state legislation for Career Education?

- Are the purposes of the legislation attainable without the specific legislation?
- Are the goals of Career Education attainable without the suggested legislation?

Answers to these and related questions may be possible to ascertain, and the answers may then provide guidelines for states to follow when considering legislation (or state board action) for support of Career Education.

APPENDICES

Quoted from: State of Arizona Senate Thirtieth Regular Session.

SENATE BILL 5

...Section 7 Title 5, Chapter II, Arizona Revised Statutes, is amended by adding Article 9, sections 15-1199, 15-1199.01, and 15-1199.02 to read:

ARTICLE 9. CAREER EDUCATION PROGRAM

15-1199. Programs of career education

A. STATE CAREER EDUCATION ASSISTANCE IS PAYABLE FOR THE FOLLOWING PROGRAMS:

1. INCREASING HIGH SCHOOL CAREER EDUCATION ENROLLMENT
2. MAKING CAREER TESTING AND COUNSELING AVAILABLE TO EACH COMMON AND HIGH SCHOOL PUPIL.
3. OBTAINING, PREPARING AND MAINTAINING READING MATERIAL, FILMS, TAPES AND OTHER EQUIPMENT FOR THE PURPOSE OF GIVING EACH CHILD AN ORIENTATION TO THE WORLD OF WORK THROUGH COMMON SCHOOL CLASSES AND AVAILABILITY TO COMMON AND HIGH SCHOOL PUPILS.
4. RETRAINING COMMON SCHOOL TEACHERS AND COUNSELORS FOR THE CAREER ORIENTATION OF PUPILS TO THE WORLD OF WORK.
5. PROVIDING FOR TEACHERS AND A CURRICULUM FOR COMMON SCHOOL DISTRICTS INSTITUTING A COURSE IN ORIENTATION TO THE WORLD OF WORK FOR GRADES 7, 8, AND 9.
6. PROVIDING ADDITIONAL TEACHER-COORDINATORS TO IMPLEMENT AND COORDINATE ON-THE-JOB WORK EXPERIENCE FOR ADDITIONAL PUPIL-TRAINEES AND IF NECESSARY PROVIDE TRANSPORTATION FOR SUCH PUPILS.
7. EMPLOYING PERSONS TO COORDINATE APPRENTICESHIP RELATED TRAINING FOR REGISTERED APPRENTICESHIP PROGRAMS.

8. PROVIDING EACH COUNTY WITH THE MEANS TO CONDUCT WORKSHOPS FOR ALL COMMON AND HIGH SCHOOL DISTRICTS WITHIN THE COUNTY.

B. STATE CAREER ASSISTANCE SHALL ALSO PROVIDE FOR AN ORGANIZED STATEWIDE PROGRAM OF PUBLIC INFORMATION AND COMMUNITY INVOLVEMENT FOR PARENTS IN THE MERITS OF CAREER EDUCATION.

C. WORKSHOPS AND OTHER APPROPRIATE EDUCATIONAL ACTIVITIES MAY BE AUTHORIZED AND FINANCED UNDER ANY RELEVANT PROGRAM UNDER THIS SECTION.

15-1199.01. Career education powers and duties of state board

A. THE STATE BOARD OF EDUCATION SHALL:

1. ESTABLISH STANDARDS AND QUALIFICATION REQUIREMENTS FOR SCHOOL DISTRICT AND COUNTY CAREER EDUCATION PROGRAM OBJECTIVES.

2. REVIEW THE PROPOSED PROGRAM OBJECTIVES OF EACH SCHOOL DISTRICT AND COUNTY AS TO THE CONFORMITY TO PRESCRIBED STANDARDS AND QUALIFICATIONS, APPROPRIATENESS OF PRIORITIES, WORKABILITY OF PROCEDURES AND OVERALL VALUE.

3. APPROVE OR DISAPPROVE PROGRAM OBJECTIVES, WITH APPROVAL BEING SUBJECT TO FUNDING AVAILABILITY.

4. PRESCRIBE STANDARDS FOR THE CERTIFICATION OF CAREER EDUCATION TEACHERS AND FOR THE NECESSARY CAREER EDUCATION COMPETENCE OF COUNSELORS.

B. THE STATE BOARD OF EDUCATION MAY PROMULGATE ALL RULES AND REGULATIONS NECESSARY TO THE OPERATION OF THIS ARTICLE.

15-1199.02. Career education powers and duties of superintendent

THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL:

1. PREPARE AND DISTRIBUTE ALL NECESSARY FORMS FOR APPLICATION BY ANY SCHOOL DISTRICTS OR COUNTIES FOR STATE CAREER ASSISTANCE TO A DISTRICT OR COUNTY CAREER EDUCATION PROGRAM.

2. ALLOCATE MONIES FROM APPROPRIATIONS MADE TO THE DEPARTMENT FOR STATE CAREER EDUCATION ASSISTANCE TO SCHOOL DISTRICT OR COUNTY CAREER EDUCATION PROGRAMS APPROVED BY THE STATE BOARD WITH PRIORITY BASED ON THE DATE OF BOARD APPROVAL.

3. REVIEW THE OPERATION OF ALL CAREER EDUCATION PROGRAMS WHICH RECEIVE STATE ASSISTANCE TO DETERMINE COMPLIANCE WITH THE PROVISIONS OF THIS ARTICLE AND THE STATE BOARD STANDARDS AND QUALIFICATIONS AND THE PROPOSED PROGRAM OBJECTIVE AS SUBMITTED TO AND APPROVED BY THE STATE BOARD.

4. SUSPEND ALLOCATIONS OF STATE CAREER EDUCATION ASSISTANCE OTHERWISE PAYABLE TO ANY APPROVED COUNTY OR DISTRICT PROGRAM BASED ON THE REVIEW REQUIRED UNDER PARAGRAPH 3 AND A FINDING OF FAILURE TO COMPLY WITH STANDARDS, QUALIFICATIONS OR PROGRAM OBJECTIVE.

****

Quoted from: State of Arizona Senate Thirtieth Regular Session.

Sec. 8. Appropriation; purposes; exemption

A. The sum of one million nine hundred thousand dollars is appropriated to the state department of education for the purpose of granting state career education assistance as provided for in section 15-1199, Arizona Revised Statutes, which shall be expended with particular emphasis on grades seven through twelve.

B. During the first month of each calendar quarter the state department of education shall submit a written report to the joint legislative budget committee and the standing committees on education of the house and senate. The report shall summarize and analyze the activities of all career education programs for which state career education assistance has been paid.

C. The appropriation made under subsection A is exempt from the provisions of section 35-190, Arizona Revised Statutes, relating to the lapsing of appropriations.

Sec. 10. Effective date

The provisions of this act become effective on July 1, 1971.

Appendix B

May 11, 1971

The Honorable Weldon P. Shofstall
Superintendent of Public Instruction
Arizona State Capitol

Dear Dr. Shofstall:

It is the intent of the Legislature that the Career Education Bill, Senate Bill 5, be a thrust towards a new concept in education.

This bill provides the means to instigate and implement a pilot program that enriches and embellishes the current on-going education program with a well-defined pattern of Career Education.

We feel that the following are desired features and should be incorporated into programs that result from this legislative action:

1. The primary use of the funds provided in this bill should be for "new" program development.
2. All programs funded under this legislation should relate to Career Education that has the ultimate goal of entry-level job skill development in recognized occupations for the Arizona job market.
3. ... Special effort should be directed toward assuring a totally articulated program in Career Education from kindergarten through 12th grade.
4. We feel that special encouragement should be given to the cluster concept in Career Education at the high school level rather than specialization of narrow one-type occupation programs. Career Education programs should provide an awareness of the world of work, plus exploration in activities that relate to job clusters.
5. Multi-district cooperation in the utilization of teachers, equipment, and facilities to offer a wider range of occupational offerings is certainly suggested.
6. Retraining of common and high school teachers and counselors is urged to create an atmosphere where the awareness of a world of work is developed and instituted in all areas of the curriculum.

Sincerely yours,
The Members of the Conference Committee
on Senate Bill 5

/s/ Fred Koory, Jr.
Chairman
/s/ David B. Kret
Member
/s/ Ray Rottas
Member

/s/ Clovis Campbell
Member
/s/ James McNulty
Member
/s/ Gladys Gardner
Member

/s/ Ruth Adams
Member
/s/ Stan Akers
Member
/s/ Jack A. Brown
Member
/s/ Edward G. Guerrero
Member

State of Arkansas
Seventieth General Assembly
Regular Session, 1975

HOUSE BILL 893

A BILL

By: Joint Budget Committee

For An Act To Be Entitled

"AN ACT TO MAKE AN APPROPRIATION FOR PERSONAL SERVICES AND OPERATING EXPENSES OF THE DEPARTMENT OF EDUCATION - CAREER EDUCATION FOR THE BIENNIAL PERIOD ENDING JUNE 30, 1977; AND FOR OTHER PURPOSES."

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. REGULAR SALARIES. There is hereby established for the Department of Education - Career Education for the 1975-77 biennium, the following maximum number of regular employees whose salaries shall be governed by the provisions of the Uniform Classification and Compensation Act, and all laws amendatory thereto, and by the provisions of the Regular Salary Procedures and Restrictions Act. Provided, however, that any position to which a specific maximum annual salary is set out herein in dollars, shall be exempt from the provisions of said Uniform Classification and Compensation Act, but shall not be exempt from the provisions of the Regular Salary Procedures and Restrictions Act.

Item No.	Title	Maximum No. of Employees	Maximum Annual Salary Rate Fiscal Years 1975-76	1976-77
(1)	Asst. Supervisor or Area Supervisor	1	Grade 19	
(2)	Secretary II	1	Grade 09	
	MAXIMUM NUMBER OF EMPLOYEES	2		

SECTION 2. APPROPRIATIONS. There is hereby appropriated to be payable from the Department of Education General Fund Account, for personal services and operating expenses of the Department of Education - Career Education for the biennial period ending June 30, 1977, the following:

Item No.		Fiscal Years 1975-76	1976-77
(1)	Regular Salaries	$22,228	$22,980
(2)	Soc. Sec. and Ret. Matching	3,112	3,217
(3)	Maintenance and General Operation	61,473	66,494
(4)	Group Health Insurance	264	264
	TOTAL AMOUNT APPROPRIATED	$87,077	$92,955

SECTION 3. COMPLIANCE WITH OTHER LAWS. Disbursement of funds authorized by this Act shall be limited to the appropriation for such agency and funds made available by law for the support of such appropriations; and the restrictions of the State Purchasing Law, the General Accounting and Budgetary Procedures Law, the Revenue Stabilization Law, the Regular Salary Procedures and Restrictions Act, and other fiscal control laws of this State, where applicable, and regulations promulgated by the Department of Finance and Administration, as authorized by law, shall be strictly complied with in disbursement of said funds.

SECTION 4. EMERGENCY CLAUSE. It is hereby found and determined by the Seventieth General Assembly that the Constitution of the State of Arkansas prohibits the appropriation of funds for more than a two (2) year period; that the effectiveness of this Act on July 1, 1975 is essential to the operation of the agency for which the appropriations in this Act are provided, and that in the event of an extension of the Regular Session, the delay in the effective date of this Act beyond July 1, 1975 could work irreparable harm upon the proper administration and providing of essential governmental programs. Therefore, an emergency is hereby declared to exist and this Act being necessary for the immediate preservation of the public peace, health and safety shall be in full force and effect from and after July 1, 1975.

LDO NO. 75 0869/1 First Regular Session House Bill No. 1346

Fiftieth General Assembly

STATE OF COLORADO

BY REPRESENTATIVES Lucero, Boley, Burrows, Dick, Ore, Wells, Milsmeier, Miller, Quinlan, Sears, Showalter, Spano, and Younglund; also SENATORS L. Fowler, Anderson, Kinnie, Minister, Noble, Plock, Strickland, Darby, Gallagher, Hatcher, Kadlecek, and Kogovsek.

A BILL FOR AN ACT

CONCERNING CAREER EDUCATION, AND PROVIDING FOR THE IMPLEMENTATION THEREOF IN SCHOOLS THROUGHOUT THE STATE, AND MAKING AN APPROPRIATION THEREFOR.

Bill Summary

(NOTE: This summary applies to this bill as introduced and does not necessarily reflect any amendments which may be subsequently adopted.)

Provides for the integration of career education concepts in the schools of the state; establishes a state advisory council on career education and an executive committee; designates the executive committee and advisory council to be the advising bodies to the state board of education; authorizes the state board of education as the administrative agency for career education; provides for the establishment of a statewide career education resource team and a state resource center.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Title 22, Colorado Revised Statutes 1973, as amended, is amended BY THE ADDITION OF A NEW ARTICLE to read:

ARTICLE 8

Career Education

22-8-101. Short title. This article shall be known and may be cited as the "Career Education Act".

22-8-102. Legislative declaration. The general assembly, recognizing the obligation of the state of Colorado to provide educational opportunities to all persons which will enable them to lead fulfilling and productive lives and recognizing the necessity to design the educational process so as to prepare each individual to live a rewarding and productive life, declares that the purpose of this article is to provide assistance in the implementation of career education concepts in the curricula of all school districts, community colleges, and higher education institutions primarily with respect to teacher education programs in this state.

22-8-103. Definitions. As used in this article, unless the context otherwise requires:

(1) "Career education" means a systematic, comprehensive, and continual learning process from kindergarten through post high designed to assist each individual""
" " to assess rewarding career " " choices.

(2) "Career education concept" means the utilization of " " " " classroom curricula and community resources to provide students with a continual learning process that involves " " awareness, exploration, and pursuit of, and preparation for, life roles and careers.

(3) "School district" means a school district organized and existing pursuant to law, and including junior or community colleges.

(4) "State board" means the state board of education.

22-8-104. Executive committee - duties. (1) There is hereby created an executive committee which shall consist of the commissioner of education, the executive director of the Colorado commission on higher education, " " the director of occupational education, " " the director of community and technical colleges of the state board for community colleges and occupational education, and one classroom teacher involved in a career education program or one specialist involved in a career education program, which members shall be jointly responsible for:

(a) Submitting recommendations for the position of state coordinator to the state board;

(b) Submitting recommendations to the state board for the implementation of various career education concepts; and

(c) Such other duties as may be necessary to carry out the purposes of this article.

22-8-105. State board of education - duties. (1) The state board, " " after consideration of recommendations submitted by the executive committee, shall:

(a) Approve an annual budget following review and recommendation by the executive committee;

(b) Adopt reasonable rules and regulations for the implementation of this article;

(c) Appoint a state coordinator for career education, which position is hereby created, define the responsibilities and duties of the state coordinator, and appoint the necessary staff to assist in the carrying out of his duties;

(d) Prepare an annual progress report for the general assembly no later than January 1 of each year. The report shall include data regarding the effectiveness of career education concepts utilized in each given year;

(e) Administer and expend all moneys appropriated for career education upon recommendation by the executive committee;

(f) Through a selective procedure, provide for the establishment of a statewide career education resource team composed of those teachers. counselors, and administrators who have effectively utilized career education concepts in their teaching, counseling or administrative experience. The state resource team shall aid state institutions of higher education, school districts, and teachers in the implementing of career education concepts in their respective curricula.

(g) Provide for the establishment of a state resource center which will aid in providing resource materials for career education activities in the classroom and community and which will further the integration of career education in classroom curricula.

22-8-106. State advisory council - composition. (1) (a) There is hereby created the state advisory council for career education, consisting of twenty-three members to be appointed by the governor, with the state coordinator of career education serving as the executive secretary to the council.

(b) In determining council membership, geographic, economic, educational, social, occupational, and racial representation shall be factors considered.

(c) The executive committee shall submit recommendations to the governor for fifteen of the council positions.

(d) Four members shall be from the general assembly, two from the house education committee and two from the senate education committee.

(e) The governor shall appoint four members-at-large.

(2) Eleven of the initial members shall be designated to serve two-year terms and twelve of the initial members shall serve three-year terms; thereafter succeeding appointments shall be made only for two-year terms.

(3) New appointments or reappointments shall be made prior to July 1 of each year; such members shall take office at the first meeting after July 1. The council shall elect a chairman from among its members within sixty days after July 1.

(4) Members shall receive no compensation for their services but shal be reimbursed for their actual and necessary expenses incurred in the performance of their duties on the council.

(5) The council shall meet at the call of the chairman, but not less than six times during each calendar year. Twelve members of the council shall constitute a quorum.

22-8-107. Duties of the state advisory council. The duties of the state advisory council shall be:

(a) To stimulate and encourage throughout the state the establishment and promotion of local career education advisory councils;

(b) To assist the communities and organizations within the state in organizing and creating their own career education advisory councils;

(c) To advise the executive committee on changes desired in career education, and to identify needs for funding, evaluation, and implementation of new concepts for career education.

22-8-108. Standards for eligibility. Prior to being eligible for funds for career education, each school, group of schools, or board of cooperative services shall submit a career education implementatinn proposal plan to the state coordinator for executive committee and state board approval.

SECTION 2. Appropriation. There is hereby appropriated out of any moneys in the state treasury not otherwise appropriated, to the department of education, for the fiscal year commencing "July 1, 1975, the sum of two hundred thousand dollars ($200,000), or so much thereof as may be necessary, contingent upon a match of two hundred thousand dollars ($200,000) of local funds, for implementation of this act.**

SECTION 3. Effective date. This act shall take effect July 1, 1975.

SECTION 4. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

** "The appropriation made by this section is intended to be a one-time appropriation and all funding for this act shall expire on June 30, 1976."

Appendix E.1

FLORIDA

CHAPTER 73-235

Senate Bill No. 1025

AN ACT relating to education; declaring legislative intent; providing for the establishment and maintenance of student placement and follow-up services by district school boards; providing for the state board of education to develop alternative methods to implement such program; providing responsibilities for job placement personnel; providing an effective date.

Be it Enacted by the Legislature of the State of Florida:

Section 1. The basic purpose of education is to prepare students to become productive, employable and self-supporting members of society, and the problem of transition from school to work is of critical importance. Despite this fact, the public school system does not now provide job placement services or adequate employment counselling for students leaving the public school, either as graduates or as dropouts. Lack of such services is a significant factor in the high rate of youth unemployment, which is consistently more than three (3) times as high as the unemployment rate for all ages.

Section 2. On or before September 1, 1974, each district school board shall establish and maintain job placement and follow-up services for all students graduating or leaving the public school system, including area vocational technical centers.

Section 3. The state board of education shall develop and prescribe alternative methods by which school boards are to provide placement and follow-up services. Where possible, this responsibility shall be given to guidance counselors and occupational and placement specialists.

Section 4. It shall be the further responsibility of the job placement personnel to make written recommendations to the district school board concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates.

Section 5. This act shall take effect July 1, 1973.

Approved by the Governor June 22, 1973.

Filed in Office Secretary of State June 25, 1973.

(Placement and Followup Legislation)

Appendix E.2 (1)

CS/HB 3692

FLORIDA

A bill to be entitled

An act relating to Florida public school finance; amending section 236.013(3) and creating a new section 236.013(14), Florida Statutes, defining the scope of the Florida education finance program and revising the definition of a full-time equivalent student; amending section 236.02(6), Florida Statutes; providing for minimum financial effort; amending section 236. 081(1) (b) and (c), (2), (3), (4), (5), (6) and (7). Florida Statutes, fixing the base student cost for 1974-75, creating a special program for deaf students, deleting funding of the compensatory education supplemental cost factor for 1974-75, deleting the provision for supplemental ad valorem tax equalization, adjusting the district cost differential factors, providing an expenditure for in-service education programs, providing for computation of district required local effort, providing additional categorical programs; prescribing a procedure for determination of the total state allocation to each district, and providing for proration of state allocations, transfer of excess appropriations to the comprehensive school construction program, a guaranteed minimum level of funding for 1974-75, and a limitation on membership in special programs; transferring and renumbering section 236.083, Florida Statutes, as section 236.12, Florida Statutes, and amending subsections (2) and (7), relating to computation of transported miles and proration of transporation funds; amending section 236.085, Florida Statutes, relating to the occupational specialist program; amending section 236.086, Florida Statutes, relating to computation of elementary counselor funds; repealing section 236.007, Florida Statutes, relating to the computation of total state allocation to districts; amending section 236.25, Florida Statutes, providing a limitation on authorized district millage levies, repealing section 196.031(4), Florida Statutes, relating to additional homestead exemption leases and additional state school funds; amending section 237.071(3), Florida Statutes, providing for budgeting of local effort; amending sections 237.151 (1) and 237.161(5), Florida Statutes, increasing authorized interest rates on loans to district school boards; amending section 237.34(3), Florida Statutes, relating to cost reporting and expenditures of funds; amending section 232.255(3), Florida Statutes, relating to school safety funds; creating section 236.122, Florida Statutes, establishing an allocation for instructional materials; amending section 228.041 (19), Florida Statutes, providing a definition of "exceptional students"; providing for implementation of programs for profoundly retarded children; creating section 231.802(10), Florida Statutes, defining "clinical preservice"; amending sections 231.603(2), 231.604(1) and (2), 231.606 (1), 231.608(1), and 231.610, Florida Statutes, relating to teacher education centers, including membership in center councils, evaluation of center programs, and an allocation to teacher centers; creating section 231.611, Florida Statutes, providing for implementation of teacher centers; creating section 236.0811, Florida Statutes, providing for in-service training programs; providing for special education support services; providing for student enrichment and remedial programs; providing an allocation for career education; providing for cost differential studies; providing for regional diagnostic and resource centers for exceptional students, including testing of children, in-service workshops, and duties and responsibilities of state and local school officials including state coordinator; providing appropriations; providing an effective date.

(6) CATEGORICAL PROGRAMS.--The legislature hereby provides for the establishment of selected categorical programs to assist in the development and maintenance of activities giving indirect support to the programs previously funded. These categorical appropriations may be funded as general and transitional categorical programs. It is the intent of the legislature that no transitional categorical program shall be funded for more than four (4) fiscal years from the date of original authorization or the-effective-date-of-this-act from July 1, 1973, whichever is later. Such programs are as follows:

(a) General.--

1. Capital-outlay Comprehensive school construction and debt services provided by law.

2. Community schools as provided by law.
3. Educational leadership training act programs as provided by law.
4. School lunch programs for the needy as provided by law.
5. Textbooks Instructional material funds as provided by law.
6. Vocational improvement fund as provided by law.
7. Student transportation as provided by law.

(b) Transitional.--

1. Bilingual program as provided by law.
2. Driver education as provided by law.
3. Elementary school counselors as provided by law.
4. Occupational specialists and placement specialists as provided by law.
5. Safe schools program as provided by law.
6. Comprehensive health education as provided by law.
7. Exceptional child support services as provided by law.
8. Severely and profoundly retarded as provided by law.
9. Career education programs provided by law.

* * *

Section 38. Allocation for career education.--The department is authorized to allocate an amount as prescribed annually by the legislature to each district for career education in the same ratio as the full-time equivalent student membership in grades kindergarten through twelve of the district to the full-time equivalent student membership in grades kindergarten through twelve of the state for the prior year in accordance with regulations prescribed by the state board; provided, however, that no district shall receive less than the amount received in the 1973-74 fiscal year.

* * *

Section 41. This act shall take effect July 1, 1974.

Appendix F

From Iowa State Code

280.9 Career education.

The board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and co-curricular teaching-learning experiences from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying. However, career education does not mean a separate vocational-technical program is required. A vocational-technical program includes units or partial units in subjects which have as their purpose to equip students with marketable skills.

Essential elements in career education shall include, but not be limited to:

1. Awareness of self in relation to others and the needs of society.
2. Exploration of employment opportunities and experiences in personal decision making.
3. Experiences which will help students to integrate work values and work skills into their lives. [65GA, ch 1168, §11]

Signed into law July 1975

Appendix G (1)

HOUSE OF REPRESENTATIVES
SEVENTH LEGISLATURE, 1974
STATE OF HAWAII

H. R. NO. 424

HOUSE RESOLUTION

REQUESTING THE UNIVERSITY OF HAWAII AND THE DEPARTMENT OF EDUCATION TO SUPPORT CAREER DEVELOPMENT IN THE PUBLIC SCHOOL SYSTEM.

WHEREAS, career development or career education is the process of acquiring knowledge, skills and attitudes which will enable an individual to take a productive and satisfying role in society; and

WHEREAS, the basic components essential for the achievement of career development, namely, self-realization, social relationship, civic responsibilities, and economic efficiency, are among the basic purposes and objectives of public education in Hawaii; and

WHEREAS, a conceptual framework for a career development continuum formulated by the Department of Education, in cooperation with the Education Research and Development Center of the University of Hawaii, has received the endorsement of the State Board of education; and

WHEREAS, prototype curriculum guides for lower education and higher education have been produced, leaders for conducting vocational exploration groups have been trained, and career development centers have been established; and

WHEREAS, the successful implementation of career development concepts in the curricula of the public schools of the State of Hawaii requires that teachers of the Department of Education, now and in the future, be fully apprised of the goals, concepts and methodology for integrating a career development focus in the instruction carried on in public schools; now, therefore,

BE IT RESOLVED by the House of Representatives of the Seventh Legislature of the State of Hawaii, Regular Session of 1974, that the University of Hawaii and the Department of Education are requested to support the implementation of career development in the public school system by developing and incorporating into their respective teacher training programs instructional courses, workshops, seminars, or other suitable means to promote the integration of career development instruction in the curricula of Hawaii's public schools; and

BE IT FURTHER RESOLVED that duly certified copies of this Resolution be transmitted to the Chairman of the Board of Regents of the University of Hawaii; the Dean of the College of Education; the Chairman of the Board of Education; and the Superintendent of Education.

OFFERED BY: [Signatures affixed to original]

KANSAS

(As Amended by House Committee)

(As Amended by Senate Committee)

Session of 1974

SENATE CONCURRENT RESOLUTION NO. 82

By Senator Harder

1-11

A CONCURRENT RESOLUTION directing the state board of education to encourage, support and promote career education programs in Kansas school districts and directing the state board of regents to emphasize career awareness in teacher preparation programs.

WHEREAS, More than one-half of all youths in the United States who end their schooling each year have no salable skill or training with which to earn a living, and

WHEREAS, Public school programs historically have been primarily college preparatory with only secondary and limited emphasis placed on vocational education and such programs have not responded to the needs of a great number of the youths who pass through the school system, and

WHEREAS, Teacher training institutions generally have not placed significant emphasis on a career awareness component in teacher preparation programs, and

WHEREAS, Public school programs, publicly supported vocational schools and state colleges and universities have not been able to keep pace in their educational programs with changing job requirements and labor market demands: Now, therefore,

Be it resolved by the Senate of the State of Kansas, the House of Representatives concurring therein: That, in recognition by the Legislature of the State of Kansas of the urgent need for incorporation into the public school system of the concepts of career education, including career awareness and career preparation and exploration, the state board of education is hereby directed to provide further leadership in the field of career education so that state goals and objectives can be implemented in the school districts of Kansas at the earliest practicable time. In recognition of the fact that the state board of education already has articulated statewide goals for career education and has cooperated in the operation of several individual career education projects, including in-service training sessions, the state board of education is further directed to prepare and submit to the 1975 Legislature a proposed action program containing a detailed funding proposal designed as expeditiously as possible to make career education opportunities available to all students of Kansas school districts; encourage post-secondary institutions to incorporate into their teacher training programs effective career education preparation opportunities; prepare guidelines to assist school districts in planning and organizing career education programs; provide in-service and other programs as may be necessary to reorient teachers serving in the field; prepare publish and otherwise disseminate materials for continuing education of school personnel; evaluate the effectiveness of school district career education programs; and provide such further state-level direction and leadership as will bring the full benefits of career education to the youth of this state. Be it further resolved: That the state board of regents is hereby directed to emphasize career awareness in teacher preparation programs in the institutions under their management.

Be it further resolved: That the secretary of state is hereby directed to transmit a copy of this resolution to the chairman of the state board of regents, the chairman of the state board of education and to the commissioner of education for duplication and transmittal to every school board member within the state of Kansas.

Louisiana

Regular Session, 1973

SENATE BILL NO. 65

By MESSRS, WILLIAMSON, EAGAN, GERALD, MOUTON, PELTIER AND TIEMANN AND REPRESENTATIVES LONG, CAIN, CONNOR, COOPER, DEEM, GIBBS, LEITHMAN AND SCOGIN

AN ACT

To amend Chapter 9 of Title 17 of the Louisiana Revised Statutes of 1950 relative to education, to change the name of the Chapter, to add to the Chapter a new Part I consisting of R.S. 17:1991 - 17:2003, to redesignate the existing Part I as Part II, to change the descriptions of the existing sections of Sub-Part A of the existing Part I from R.S. 17:1991 - 17:1996 to R.S. 17:2031 - 17:2036 of Part II and to change the existing sections of Sub-Part B of the existing Part I from R.S. 17:2001 - 17:2005 to R.S. 17: 2041 - 17:2045 of Part II, to provide for a coordinated comprehensive state-wide system of career education from the kindergarten to elementary-secondary school level through the postsecondary level including the vocational-technical school level and into the higher education level, and to implement the system of providing for the facilities, the personnel, administration, organization, finance, budgeting of funds and for functions of the system and matters relating to all of the foregoing and in connection therewith to amend Section 10 of Title 17 of the Louisiana Revised Statutes of 1950, to repeal Act 330 of 1972, Act 642 of 1972, Acts 288 and 752 of 1972, Act 234 of 1942, Act 50 of 1966, Act 226 of 1972, Act 469 of 1964, Act 447 of 1964, Act 555 of 1968, Act 72 of 1957, Act 573 of 1970, Act 435 of 1972, Act 377 of 1972, Act 378 of 1964, Act 310 of 1970 and HCR 57 of the 1968 Extraordinary Session and to provide for the effectiveness and the construction of the Act.

Be it enacted by the Legislature of Louisiana:

Section 1. The heading of Chapter 9 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby changed to "Career Education and Rehabilitation".

Section 2. Part I of Chapter 9 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby redesignated as Part II of said Chapter and the sections of Sub-Part A heretofore designated as R.S. 17:1991 - 17:1996 of said Part I are hereby redesignated as R.S. 17:2031 - 17:2036 of Part II, and the sections of Sub-Part B heretofore designated as R.S. 17:2001 - 17:2005 of said Part I are hereby redesignated as R.S. 17:2041 - 17:2045 of Part II.

Section 3. A new Part I of Chapter 9 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby enacted to read as follows:

PART I. CAREER EDUCATION

§1991. Definitions

As used in this Part, unless otherwise clearly indicated, the following terms have the meanings ascribed below:

(1) "Board" means the State Board of Education or its successor;

(2) "Department" means the State Department of Education or its successor;

(3) "Superintendent of Education" means the State Superintendent of Education or his successor.

§1992. Duties of the Board and department to establish and implement career education

The board and the department shall plan, develop and provide a coordinated, comprehensive program of career education to encourage and to promote the acquisition of skills for earning a living together with basic academic skills and to develop the potentials of students into abilities that will enable them to be as self-sufficient as their talents permit, to function effectively in society and to live meaningful, enjoyable lives; provided, however, that every student enrolled in elementary or secondary school shall be required to pursue the basic academic curricula that shall be provided in all such schools as a condition precedent to the awarding of a diploma and the graduating from such schools. Nothing herein contained shall prevent the offering of a comprehensive program of electives.

§1993. Implementation of career education by board and department

To accomplish the goals set forth in Section 1992, the board in cooperation with other educational institutions and the department shall implement career education by planning, executing and administering plans for, but not limited to, the following:

(1) The development of professional skills in career education by pre-service training of teachers and counselors and by in-service training of teachers, counselors, administrators and supportive service personnel for which the board may utilize personnel and facilities of the institutions of higher learning that are under its jurisdiction, and may participate in cooperative programs for the same purpose with other institutions of higher learning.

(2) Allocation of vocational-technical teachers throughout the various levels and throughout the system of career education.

(3) Writing or revising the handbook for school administration.

(5) Printing of curricula and printing of guidelines therefor.

(6) Higher levels of training for career students at the institutions of higher learning, including one and two-year certificate and associate degree programs in technical and paraprofessional fields of study.

§1994. Regional coordination and planning of postsecondary vocational-technical education

Regions are hereby created for purposes of administration, coordination and planning of programs and functions of postsecondary vocational-technical education schools, consisting of the following parishes:

Region 1. Jefferson, Orleans, Plaquemine, St. Bernard and St. Tammany.

Region 2. Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, Tangipahoa, Washington, West Baton Rouge and West Feliciana.

Region 3. Assumption, Lafourche, St. Charles, St. James, St. John and Terrebonne.

Region 4. Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, St. Mary and Vermilion.

Region 5. Allen, Beauregard, Calcasieu, Cameron and Jefferson Davis.

Region 6. Avoyelles, Catahoula, Concordia, Grant, LaSalle, Rapides, Vernon and Winn.

Region 7. Bienville, Bossier, Caddo, Claiborne, DeSoto, Lincoln, Natchitoches, Red River, Sabine and Webster.

Region 8. Caldwell, East Carroll, Franklin, Jackson, Madison, Morehouse, Ouachita, Richland, Tensas, union and West Carroll.

§1995. Regional administration

All postsecondary vocational-technical schools shall be under the control of the board, which shall adopt policies governing the schools. The board's policies shall be executed and administered by the department.

Under the direction of the State Superintendent of Public Education, the Bureau of Vocational Education of the State Department of Education shall provide leadership and supervision of the postsecondary vocational-technical schools.

A. For each region, the board shall create and employ a director for a regional center which shall be the administrative unit for the postsecondary vocational-technical schools in the region and shall coordinate the functions of these schools as they relate to career education. The director may employ such staff for the regional center as may be necessary. Subject to the control of the board, the regional center shall administer the following:

(1) Regional fiscal matters

(2) Personnel matters, including the selection of a director of each of the schools of the region.

(3) Buildings and maintenance.

(4) Reporting and data collection.

(5) Coordination of instruction.

(6) Such other duties as may be prescribed by the board or department.

B. After consultation with the advisory councils and consultation with directors of schools in the region, each regional center shall submit to the board an annual budget for all of the schools under the administration of the regional center.

C. The director of the regional center shall be responsible for the general effectiveness of the regional, area, and branch schools of the region.

§1996. Racial segregation prohibited; personnel

A. The department shall operate the vocational-technical facilities on a racially nonsegregated policy; making full utilization and employment of professionals presently employed at their present level of employment and with all rights and privileges thereto appertaining.

B. The board shall establish nonracial objective criteria for the employment, promotion, dismissals and/or demotions of all personnel.

§1997. Open door policy; state-wide service

The vocational-technical schools shall be operated under an open door policy and shall serve persons on an equal priority basis, including but not limited to, adults, veterans, high school students, persons who have dropped out of high school and minority ethnic groups. Persons meeting board requirements with respect to age shall be free to enroll in any school in the state and there shall not be any geographic barriers to enrollment.

§1998. Advisory councils.

The board upon recommendations by regional directors, and directors of post-secondary vocational-technical schools may appoint advisory councils on career education who shall serve without pay. Such councils shall be representative of employee, employer, educational and public interests and ethnic minorities. Limit to 15 (3 from 5 groups)

§1999. Regional institutes; area schools; branch schools

A. In order to provide postsecondary vocational-technical facilities in accordance with needs for the facilities and with efficient administration, operations and budgeting, the post-secondary vocational-technical education facilities shall be classified into the categories defined below, which categories may be further defined by additional criteria, state-wide in application and uniform within each classification which may be adopted by the board.

(1) Regional institutes: A regional institute is a facility located in the largest urban area of a region at which a wide variety of programs, ranging approximately from 30 to 75 in number, can be offered, and at which vocational-technical education can be offered for the area at which the institute is located, as well as the more technical and sophisticated programs which it is not feasible to efficiently offer at the smaller vocational-technical educational facilities.

(2) Area schools: An area school is a facility serving an attendance area of not less than 50,000 population except in multi-parish areas where distance is a barrier, serving a maximum radius of 50 miles with the majority of the population within 25 miles; and providing a minimum of 10 diversified programs. No more than one area school shall be located in any approved area unless the area population exceeds 300,000 population in which event an additional campus may be established. Area schools shall be located centrally to provide maximum accessibility to population to be served.

(3) Branch schools: A branch school is a facility with fewer than 10 diversified programs with a minimum of 15 students enrolled to initiate a program. Such a facility may be established where extreme natural barriers isolate a sizeable concentration of population from a regional or area school.

(4) Extension courses: Programs administered through regional institutes to provide training in leased or donated facilities in areas that would be isolated or impacted.

B. The board shall have the authority to establish the classification of a school, based on criteria in Part A of this Section, and shall have the authority to reclassify a school when it fails to meet such criteria.

The board shall also have the authority to establish extension programs as set forth in Section 2002, below.

§2000. Schools

A. REGION 1. The Degado Vocational-Technical Junior College at New Orleans, Louisiana is hereby designated as a regional institute for the purposes of this Part. The Delgado Vocational-Technical Junior College shall serve Region 1, in addition to its functions as an institution of higher learning of the state.

1. Five area schools are established for Region 1, as follows:

(a) A new school is hereby created at or near Chaimette, Louisiana.

(b) A new school in Jefferson Parish to be located on the Westbank of the Mississippi River in said parish is hereby created and when the new school has been completed and is in operation, the existing Jefferson Parish Vocational-Technical School at Cretna shall be closed.

(d) The Orleans Area Vocational and Technical School at New Orleans, Louisiana.

(e) The Jefferson Parish Vocational-Technical School at Metairie, Louisiana.

2. One branch school is established for Region 1 as follows:

(a) A new school is hereby created at or near Port Sulphur, Louisiana.

B. REGION 2. The Baton Rouge Vocational-Technical School at Baton Rouge, Louisiana is hereby designated as a regional institute for the purpose of this Part. The Baton Rouge Vocational-Technical School shall serve Region 2.

1. Two area schools are established for Region 2, as follows:

(a) The Hammond Area Vocational-Technical School at Hammond, Louisiana.

(b) The Sullivan Vocational-Technical Institute at Bogalusa, Louisiana.

(c) The Slidell Vocational-Technical School at Slidell, Louisiana.

2. Six branch schools are established for Region 2, as follows:

(a) The Memorial Area Vocational School at New Roads, Louisiana.

(b) The Westside Vocational-Technical School at Plaquemine, Louisiana.

(c) A new school is hereby created at or near Burnside, Louisiana.

(d) The Capitol Area Vocational School at Baton Rouge, Louisiana.

(e) A new school is hereby created at or near Jackson, Louisiana.

(f) The Florida Parishes Vocational School at Greensburg, Louisiana.

C. REGION 3. The South Louisiana Trade School at Houma, Louisiana is hereby designated as a regional institute for the purposes of this Part. The South Louisiana Trade School shall serve Region 3. Said school shall be relocated at another site in accordance with the provisions of Senate Bill No. 68.

1. Two area schools are established for Region 3, as follows:

(a) A new school is hereby created at or near Thibodaux, Louisiana.

(b) A new school is hereby created at or near LaPlace, Louisiana.

2. One branch school is established for Region 3, as follows:

(a) A new school is hereby created at or near Golden Meadow, Louisiana.

D. REGION 4. A new school is hereby created at or near Lafayette, Louisiana. Said school shall be designated as a regional institute for the purposes of this Part. Said School shall serve Region 4.

1. Five area schools are established for Region 4, as follows:

(a) The Opelousas Area Trade School at the T. H. Harris Vocational-Technical School at Opelousas, Louisiana shall be merged under a single administration and shall be established as an area school:

(b) The Teche area Vocational-Technical School at New Iberia, Louisiana. Said school shall be relocated at a new site in accordance with the provisions of Senate Bill No. 68.

(c) The Gulf Area Vocational-Technical School at Abbeville, Louisiana.

(d) The Southwest Louisiana Vocational-Technical School at Crowley, Louisiana. Said school shall be relocated at another site in accordance with the provisions of Senate Bill No. 68.

(e) The Young Memorial Vocational-Technical School at Morgan City, Louisiana.

2. Two branch schools are established for Region 4, as follows:

(a) A new school is hereby created at or near Ville Platte, Louisiana.

(b) The Evangeline Area Tri-Parish Vocational-Technical School at St. Martinville, Louisiana.

E. REGION 5. The Sowela Technical Institute at Lake Charles, Louisiana is hereby designated as a regional institute for the purposes of this Part. The Sowela Technical Institute shall serve Region 5. Said school shall be relocated at another site in accordance with the provisions of Senate Bill No. 68.

1. Three branch schools are established for Region 5, as follows:

(a) A new school is hereby created at or near Oakdale, Louisiana.

(b) The Jefferson Davis Vocational-Technical School at Jennings, Louisiana.

(c) A new school is hereby created at or near Cameron, Louisiana.

F. REGION 6. The Alexandria Trade School at Alexandria, Louisiana is hereby designated as a regional institute for the purposes of this Part. The Alexandria Trade School shall serve Region 6.

1. One area school is established for Region 6, as follows:

(a) A new school to be designated as the West Louisiana Vocational-Technical School and to be located in the Fort Polk, Louisiana area is hereby created.

2. Three branch schools are established for Region 6, as follows:

(a) The Concordia Parish Trades School at Ferriday, Louisiana.

(b) The Huey P. Long Memorial Vocational School at Winnfield, Louisiana.

(c) The Avoyelles Vocational-Technical Institute at Cottonport, Louisiana.

G. REGION 7. The Shreveport-Bossier Vocational Technical Center at Shreveport, Louisiana is hereby designated as a regional institute for the purposes of this Part. The Shreveport-Bossier Vocational Technical Center shall serve Region 7.

1. Three area schools are established for Region 7, as follows:

(a) The Northwest Louisiana Vocational Technical School at Minden, Louisiana.

(b) The existing Central Area Trade School at Natchitoches, and the existing Natchitoches Trades School shall be merged under a single administration and shall become an area school. Said school shall be relocated at another site in accordance with the provisions of Senate Bill No. 68.

(c) The Sabine Valley Vocational-Technical School at Many, Louisiana.

2. Two branch schools are established for Region 7, as follows:

(a) A new school is hereby created at or near Mansfield, Louisiana.

(b) A new school is hereby created at or near Ruston, Louisiana.

H. REGION 8. The Delta Area Vocational School at Monroe, Louisiana and the Ouachita Valley Technical Institute at West Monroe, Louisiana shall be merged under a single administration and shall be designated as a regional institute for the purpose of this Part. Said school shall serve Region 8.

1. Five branch schools for Region 8 are established as follows:

(a) Northeast Louisiana Vocational School (NOELA) at Winnsboro, Louisiana.

(b) A new school is hereby created at or near Bastrop, Louisiana.

(c) North-Central Area Vocational-Technical School at Farmerville, Louisiana.

(d) A new school is hereby created at or near Tallulah, Louisiana.

(e) A new school is hereby created at or near Lake Providence, Louisiana.

I. The merger of existing schools under the provisions of this Part shall take effect upon the effective date of this Part. The relocation of schools under the provisions of this Part shall be effectuated when schools at new sites have been completed and are ready to be put into operation.

§2001. Continuation of Existing Schools

Those schools in existence at the time of the effective date of this act shall continue in operation unless the State Board of Education, based on criteria, determines that the need for such school no longer exists. Should the board decide to close any school, it shall have authority to dispose of the land and improvements in accordance with state law, and the proceeds derived from such disposition shall be paid to the board and shall be made available by the board for retirement of outstanding bonds issued under Senate Bill No. 68 of the 1973 Regular Session or for capital improvements authorized by Senate Bill No. 68 of the 1973 Regular Session at post-secondary vocational-technical schools, for purchase of equipment for extension programs of post-secondary vocational-technical schools, and/or for purchase of vehicles to transport students to post-secondary vocational-technical schools.

§2002. Extension programs

A. The Board is authorized to establish extension courses or programs, in instances in which a study by the Department shows them to be feasible, at:

(1) Plain Dealing

(2) Vivian

(3) The Bienville Trades School at Ringgold, Louisiana

(4) A location in Catahoula Parish, Union Parish, Red River Parish, Grant Parish, Livingston Parish, St. Martin Parish, Vernon Parish, Sabine Parish, Beauregard Parish, Richland Parish

(5).....

(6) The Jena area

(7) The south Beauregard Parish area

(8) Springhill

(9) St. Tammany Parish

(10) Washington Parish

(11) Claiborne Parish

B. The board is authorized to establish other extension courses, in instances in which a study by the department shows them to be feasible, in impacted or isolated areas of the state.

C. The costs of conducting extension courses and programs shall be a budget item in the budget of the region from which they are conducted.

D. The number of extension courses and programs that will be offered shall be determined by the department.

2003. Bus Transportation

Bus transportation to and from post-secondary vocational-technical facilities may be provided for students along major transportation routes of the normal enrollment area where routes can be economically justified. Students in adjoining areas may use the transportation system of either area.

Section 4. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items or applications of this Act which can be given effect without the invalid provisions, items or applications, and to this end the provisions of this Act are hereby declared severable.

Section 5. All laws or parts of laws in conflict herewith are hereby repealed, and in particular,

Act 330 of 1972,
Act 642 of 1972,
Act 288 and 752 of 1972,
Act 234 of 1942,
Act 50 of 1966,
Act 226 of 1972,
Act 469 of 1964,
Act 447 of 1964,
Act 72 of 1967,
Act 573 of 1970,
Act 435 of 1962,
Act 363 of 1972,
Act 378 of 1964,
Act 310 of 1970,
Act 377 of 1972, and
HCR 57 of the 1968 Extraordinary Session are repealed in their entirety.

Section 6. This Act shall take effect only if Senate Bill No. 68 of the 1973 Regular Session is passed by both houses of the Legislature of Louisiana and if said Senate Bill No. 68 is not vetoed by the Governor.

Louisiana

Regular Session, 1973
SENATE BILL NO. 68
BY MESSRS. WILLIAMSON, EAGAN, GERALD, MOUTON AND TIEMANN AND
REPRESENTATIVES LONG, CAIN, CONNOR, COOPER, DEEN,
GIBBS, LEITHMAN AND SCOGIN

AN ACT

To authorize the State Bond Commission to make capital improvements for postsecondary vocational-technical education by the acquisition of land for and the construction, renovation and equipment of postsecondary vocational-technical education facilities, to provide for the nature and locations of projects therefor, the order of priority of projects and allocations of funds, to require reports before preparation of plans and specifications, to authorize and direct the State Bond Commission to issue and sell bonds or other obligations of the State of Louisiana to finance the projects, not in excess of Fifty-Three Million Nine Hundred Seventy-Six Thousand One Hundred Seventy-One ($53,976,171.00) Dollars, to provide for the issuance, conditions, security and payment of such obligations, including the pledge of the full faith and credit of the state thereto, to provide for the deposit, disbursement and use of the proceeds of said obligations, to provide for reallocation of funds, to provide for the use of other funds for projects, to provide for the acceptance of donations of land and equipment to implement projects, to provide for the authority and duties of the State Bond Commission to accomplish the purposes of the Act, to provide that capital improvements authorized by this Act shall be under the direction of the State Board of Education, to provide for matters related to the purposes of the Act, and to provide for the effectiveness and the construction of the Act.

Be it enacted by the Legislature of Louisiana:

Section 1. The State Bond Commission is hereby authorized to acquire land and make capital improvements for postsecondary vocational-technical education facilities, and the projects hereby authorized therefor are set forth below in this Section. The projects authorized herein shall have an order of priority as described below in this Section, from the first priority, as follows:

Regional Institutes - Priority No. 1

Cost	Project	Location of Project
$23,091,917	Land, construction and equipment of Regional Institutes:	
3,925,556	Construction and equipment for Delgado Vocational-Technical Junior College	New Orleans
4,816,533	Land, construction, renovations and equipment for Baton Rouge Vocational-Technical School	Baton Rouge
2,187,240	Land, construction and equipment for South Louisiana Trade School	New site at or near Houma
3,631,000	Land construction and equipment	At or near Lafayette
3,530,500	Land, construction and equipment for Sowela Technical Institute	New site at or near Lake Charles
1,498,088	Land, construction and equipment for Alexandria Trade School	Alexandria
2,037,000	Land, construction and equipment for Shreveport-Bossier Vocational-Technical Center	Shreveport
1,416,000	Land, construction, renovations and equipment for Ouachita Valley Technical Institute	At West Monroe

Land for All Area Schools and Branch Schools - Priority No. 2

Cost	Project	Location of Project
$ 1,630,000	Land for area and branch schools	
150,000		Jefferson Parish (West Ban
150,000		Chalmette
75,000		At the site of the Slidell Vocational-Technical Schoo Slidell
50,000		At or near Port Sulphur
80,000		At or near Clinton
150,000		Hammond Area Vocational School new site at or near Hammond
50,000		Memorial Area Vocational School new site at or near New Roads
50,000		At or near Burnside
150,000		At or near Thibodaux
50,000		At or near LaPlace
50,000		At or near Golden Meadow
150,000		Southwest Louisiana Vocational-Technical new site at or near Crowley
10,000		At or near Ville Platte

12,000	At or near Oakdale
8,000	At or near Cameron
100,000	Fort Polk Area
40,000	Expansion of Concordia Parish Trades School, at or near Ferriday
45,000	Expansion of Avoyelles Vocational-Technical Institute, at Cottonport
100,000	At or near Natchitoches
30,000	Expansion of Sabine Valley Vocational-Technical School, at Many
15,000	At or near Mansfield
15,000	At or near Ruston
80,000	At Tallulah (North Side)
20,000	At or near Bastrop

Other Projects

Order of Priority	Cost	Project	Location of Project
3	$4,176,000	Construction and equipment for new school	Jefferson Parish (West Bank)
4	1,605,500	Construction and equipment for Hammond Area Vocational School	New site at or near Hammond
5	1,326,000	Construction and equipment for Southwest Louisiana Vocational-Technical School	New site at or near Crowley
6	923,684	Construction, renovations and equipment for Gulf Area Vocational-Technical School	At the site of the Gulf Area school, Abbeville
7	873,335	Construction and equipment for new school	Tallulah (North Side)
8	1,770,800	Construction and equipment for Teche area Vocational-Technical School and Evangeline Area Tri-Parish Vocational Technical School	New site at or near New Iberia
9	250,000	Equipment for Orleans Area Vocational and Technical School	New Orleans
10	1,179,250	Construction and equipment for Slidell Vocational-Technical School	At the site of the Slidell School - Slidell

11	1,346,250	Construction and equipment for Natchitoches Trade School and Central Area Trade School	New site at or near Natchitoches
12	1,666,000	Construction and equipment for new school	Chalmette
13	1,296,400	Construction and equipment for new school	At or near LaPlace
14	885,400	Construction and equipment for new school	At or near Burnside
15	1,296,000	Construction and equipment for new school	Fort Polk Area
16	1,627,000	Construction and equipment for new school	At or near Thibodaux
17		Construction and equipment for new school	At or near Bastrop
18	861,400	Construction and equipment for new school	At or near Clinton
19	1,068,000	Renovations and equipment for Jefferson Parish Vocational-Technical School	At the site of the Jefferson School, Metairie
20	367,150	Construction and equipment for Memorial Area Vocational School	New site at or near New Roads
21	154,000	Construction and equipment for Westside Vocational-Technical School	At the site of the Westside school, Palquemin
22	429,000	Construction and equipment for new school	At or near Mansfield
23	191,560	Construction, renovations and equipment for North Central Area Vocational-Technical School	At the site of the North Central School, Farmerville
24	399,500	Construction and equipment for new school	At or near Ruston
25	363,600	Construction and equipment for Sabine Valley Vocational-Technical School	At or near Many
26	374,500	Construction and equipment for Huey P. Long Memorial Vocational School	At the site of the Huey P. Long school, Winnfield
27	360,500	Construction and equipment for new school	At or near Oakdale
28	529,000	Construction and equipment for new school	At or near Ville Platte

29	406,300	Construction and equipment for new school	At or near Port Sulphur
30	137,000	Construction and equipment for Northeast Louisiana Vocational School (NOELA)	At the site of the Northeast School, Winnsbor
31	346,000	Construction and equipment for new school	At or near Cameron
32	529,650	Construction and equipment for new school	At or near Golden Meadow
33	1,058,000	Construction, renovations and equipment for T. H. Harris Vocational-Technical School	At Opelousas
34	431,400	Construction, renovations and equipment for Avoyelles Vocational-Technical Institute	At the site of the Avoyelles school, Cottonport
35	200,000	Construction and equipment for Young Memorial Vocational-Technical School	At the site of the Young Memorial school, Morgan City
36	282,300	Construction, renovation and equipment for the Concordia Parish Trades School	At or near Ferriday

Section 2. In the event funds are not available to finance all of the projects, the funds shall be used to finance the projects in the order of priority set forth in Section 1.

Section 3. Before the preparation of plans and specifications for a project, the State Bond Commission shall cause to be prepared a detailed report on needs that must be met to insure that the facilities will be sufficient, appropriate and functionally practicable for the educational programs to be offered. The report shall set forth needs for the programs, interests of students and employers, existence of other training facilities, unemployment rates, school drop-out rates, population projections, proposed curricula, and actual location of maximum accessibility to students. The report shall include such information and recommendations as may be provided by the State Board of Education and the State Department of Education.

Section 4. To finance the projects set forth in Section 1 of this Act, the State Bond Commission is hereby authorized to obtain funds not in excess of Fifty-Three Million Nine Hundred Seventy-Six Thousand one Hundred Seventy-One ($53,976,171.00) Dollars. To provide said funds, the State Bond Commission is authorized to borrow money and issue and sell bonds and other obligations of the state of Louisiana subject to the first paragraph of Article IV, Section 2 of the Constitution of Louisiana.

The bonds or other obligations shall be general obligations of the state of Louisiana to the payment of which, as to principal, premium, if any, and interest, as and when the same become due and payable, the full faith and credit of the state shall be and hereby is irrevocably pledged. The bonds shall be secured by monies pledged and dedicated to and paid into the Bond Security and Redemption Fund and shall be payable on a parity with bonds and other obligations heretofore and hereafter issued which are secured by said fund.

The bonds or other obligations shall be issued from time to time as required for the purposes for which they are authorized to be issued. Such bonds or other obligations shall be in such series and form and for such term, not exceeding twenty years; provided, however, that the final date of maturity shall not exceed the expected life of the facility or facilities to be constructed and the life of the building or structure and not the contents, furnishings and equipment thereof shall be the determinant. The bonds or other obligations shall bear such rate or rates of interest as shall be determined by the State Bond Commission and otherwise shall be issued in accordance with the provisions of R.S. 39:1361 through 39:1366 and R.S. 39:1401 through 39:1402.

Section 5. After receipt of the report required by Section 3 of this Act, the State Bond Commission shall cause to be prepared and shall provide the plans and specifications for each of the projects authorized by this Act and in connection therewith shall consult with the State Board of Education and the Department of Education to insure that the needs of the board and department in providing vocational-technical education are met.

Section 6. (A) The proceeds from the bonds or other obligations shall be deposited in the Capital Improvement Bond Fund, and shall be disbursed by the state treasurer to the State Bond Commission as hereafter provided, at such time or times as required by the State Bond Commission for the payment of obligations incurred for the purposes for which the bonds are issued.

(B) The state treasurer shall invest all or any part of bond proceeds. Any interest or profit derived from the investment of such bond proceeds shall be used for (1) additional funding, if needed, for projects as set forth in this Act, (2) purchase of vehicles to transport students to postsecondary vocational-technical education facilities and/or (3) purchase of equipment for extension programs of vocational-technical training in Vivian, Plain Dealing, Red River Parish, East Carroll and West Carroll Parishes, Jena, Springhill and South Beauregard Parish. Interest or profit derived from the investment of such bond proceeds shall be allocated by the State Bond Commission, subject to approval by the legislature either in session or by mail ballot.

Section 7. The State Bond Commission shall not approve any contract or the acquisition of land or materials or the undertaking of work in any case in which it finds from the plans, specifications, estimates and bids therefor, or otherwise:

(a) That the cost of the complete project contemplated will exceed the amount of the proceeds of bonds or other obligations allocated therefor by this Act together with funds otherwise available and allocated as authorized in Section 8 and Section 9 of this Act.

(b) That any anticipated funds allocated and necessary for the project and authorized and allocated for expenditure on the project by authority of this Act are not available.

Section 8. In the event that it is determined by the State Bond Commission that all of the funds allocated to a project by this Act are not required for the completion of that project, or in the event that a project is abandoned, the surplus funds resulting therefrom or portions thereof may be allocated, used and applied as needed to supplement the financing of another project or projects authorized by this Act with respect to which the Commission determines that bona fide unavoidable deficiencies in allocation made by this Act exist and that the original amount of funds allocated are insufficient to complete the other project or projects.

Section 9. In addition to the proceeds derived from the issue and sale of bonds or other obligations authorized herein, the State Bond Commission is authorized to use any other funds available to it, not heretofore dedicated or pledged to the payment of bonds or other contractual obligations, to implement the projects set forth in Section 1 of this Act in accordance with the provisions of this Act. If federal funds are made available to the Commission for expenditure on projects authorized by this Act, such funds shall, to the extent not inconsistent with requirements and restrictions of the federal government, be used in lieu of state funds allocated or otherwise authorized for such projects; provided, however, that such federal funds shall not be used in lieu of state funds and shall be used in addition to state funds if such federal funds are needed as additional funds to supply the amount of funds authorized by this Act and necessary for the projects authorized by this Act.

The State Board of Education is hereby authorized to accept donations of land and equipment to implement the projects set forth in Section 1 of this Act.

Section 10. The State Bond Commission is hereby authorized to take all necessary steps to accomplish the purpose of this Act and for the planning, execution and completion of the projects authorized by this Act, and for such purposes the Commission is hereby authorized to employ such architects, enter into such contracts and do any and all other acts required and necessary for such purposes.

Section 11. The capital improvements authorized by this Act shall be under the direction of the State Board of Education upon the completion of each project.

Section 12. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items or applications, and to this end the provisions of this Act are hereby declared severable.

Section 13. All laws or parts of laws in conflict herewith are hereby repealed.

Section 14. This Act shall take effect only if Senate Bill No. 65 of the 1973 Regular Session is passed by both houses of the Legislature of Louisiana and if Senate Bill No. 65 is not vetoed by the Governor.

Appendix J (1)

Act No. 97
Public Acts of 1974
Approved by Governor
May 7, 1974

STATE OF MICHIGAN
77TH LEGISLATURE
REGULAR SESSION OF 1974

Introduced by Reps. Dively, Nelson, McCollough, Smart, Geerlings, Kildee, Bennett, Hellman, Vaughn, Smith, Bryant, Mowat, F. Robert Edwards, Engler, Kehres, Crim, Montgomery, Elliott, Smit and Jowett
Reps. McNeely, Keith and Stackable named as co-sponsors

ENROLLED HOUSE BILL No. 4422

AN ACT to promote the planning and development of career education programs; to create a state career education advisory commission and local career education planning district councils and to prescribe their powers and duties; and to prescribe the powers and duties of certain state departments and agencies.

The People of the State of Michigan enact:

Sec. 1. This act shall be known and may be cited as the "career education act".

Sec. 2. As used in this act:

(a) "Career education" means programs for K-12 students designed to create career awareness, orientation, exploration, planning, preparation, and placement, to maximize career options available, and to provide comprehensive career development. In addition, "career education" shall provide for the full development of students to gain maximum self-development and fulfillment from career preparation and choice, and to maximize the capabilities of students to explore, analyze, prepare for, gain entry to, and succeed in career choices.

(b) "Career education planning district" means a group of local educational agencies, including local school districts and intermediate school districts, in geographic proximity to each other and organized to increase cooperation and articulatio between local educational agencies as they plan to implement a career education program.

(c) "Local educational agency" means local school districts and intermediate school districts and their boards.

Sec. 3. The career education advisory commission hereafter called the commission, is created in the department of education. The commission consists of 20 members of which not more than 1/2 shall represent the education profession. The members shall be appointed by the state board of education for terms of 2 years, except that of the members first appointed, 10 members shall be appointed for 1 year and 10 for 2 years. The state superintendent of public instruction or his designated agent shall be a nonvoting ex officio member and shall serve as chairman. The commission membership shall include representatives of labor, business or industry, a noneducational state governmental agency, local and intermediate school board members and administrators, a community college district, a 4-year college or university, a neighborhood education authority, the state advisory council for vocational education, parents, teachers, counselors, and students.

Sec. 4 (1) The commission shall evaluate current state, regional, and local efforts toward career education and shall submit to the state board of education its findings.

(2) The commission shall recommend to the board guidelines and performance objectives for a comprehensive career education program.

Sec. 5. (1) The state board of education shall recommend statewide guidelines and goals for a comprehensive career education program not later than 9 months after the effective date of this act.

(2) The board in consultation with the commission and teacher training institutions shall develop a plan for professional personnel development to assure successful implementation of career education in all local educational agencies. The professional personnel development plan shall provide for the systematic development of all professional personnel at both the pre-service and in-service levels and the criteria for assessing the performance of these professional personnel.

Sec. 6. (1) The state shall be divided by the state board of education into career education planning districts. A planning district shall be structured to increase communication, cooperation, and planning among its member educational agencies and to coordinate and promote career education programs in the district. The number and boundaries of career education planning districts shall initially be as established on January 1, 1974, and be reviewed annually by the state board of education based upon criteria to include the following:

(a) Existing intermediate school districts.
(b) Geographical proximity of local educational agencies to one another.
(c) Student enrollment.
(d) Compatibility with service area boundaries of local educational agencies.

(2) A planning district shall be served by a career education planning district council whose membership shall be recommended by local educational agencies within the district and selected on or before January 1, 1975, by the intermediate boards of education in which they are constituent. Membership shall not exceed 20, of which not more than 1/2 shall represent the education profession, and shall include representatives of local and intermediate board members and administrators, the arts, business or industry, a labor organization or manpower agency, parents, teachers, counselors, and students. All other local educational agencies shall be represented

as nonvoting, ex officio members on the council serving their area of the state. A career education planning district council shall develop annually, beginning September 1, 1975, a comprehensive, cohesive, and well-coordinated career education plan, utilizing the guidelines recommended by the state board of education.

Sec. 7. Beginning with the 1975-76 school year each local educational agency shall have a comprehensive career education plan and shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program utilizing guidelines and goals recommended by the state board of education, the planning district's plan, and the local educational agency's performance objectives and plan.

Sec. 8. The department of education, in cooperation with other agencies, shall periodically compile and make available to career education planning districts and local educational agencies information pertaining to current and future job opportunities.

Sec. 9. The department of education shall provide to the legislature and the governor by February 1, 1975, an estimate of the cost of implementing a comprehensive career education plan for the state.

This act is ordered to take immediate effect.

NEW JERSEY

INTRODUCED SEPTEMBER 28, 1970

By Assemblymen GARIBALDI, EWING, COSTA, CURCIO, A. S. SMITH, Assemblywoman FENWICK, Assemblymen LITTELL, FORAN, WHITE, SCANCARELLA, KRAVARIK, MACRAE, HAELIG, THOMAS, HEILMANN, COBB, WOODSON, FLORIO, OWENS, POLICASTRO, LORDI and RICHARDSON

Referred to Committee on Appropriations

AN ACT concerning the establishment and operation of vocational education pilot projects in New Jersey school districts and supplementing Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. That the Commissioner of Education and the State Board of Education shall have the authority and responsibility under this act to establish and operate a Career Development Program comprised of pilot vocational education projects.

2. There is hereby appropriated to the Department of Education pursuant to all the restrictions contained in the Annual Appropriations Act the sum of $318,000.00 to effectuate the purposes of this act.

3. This act shall take effect immediately.

STATEMENT

The Career Development Program emphasizes a new approach which combines technical activities and academic classroom lessons designed to provide occupational awareness with regard to vocational opportunities.

This new approach to learning for all students will include the following vocational education elements in the school districts:

Technology For Children

This phase of the program extends through the first six grades of school and provides an educational atmosphere where children accept work as a necessary and vital segment of the human endeavor. It combines technical activities and academic classroom lessons as an aid to children in developing a better understanding of themselves and of technology.

Introduction To Vocations

This phase of the program provides a broad based occupational exploration including manipulative, classroom, shop, laboratory and field experiences in a variety of occupational areas. It is designed to assist young people in the middle school or junior high school to develop a more realistic plan for their own careers.

Coupled Pre-Vocational Work Study

This phase of the program would open vocational and academic classrooms during the summer months and offer students a variety of pre-vocational experience combined with actual work experiences in the public sector.

Job Placement

This phase of the program is designed to fulfill the obligation of education to provide placement opportunities for all students and particularly for those who are employment bound directly from high school.

Career Resource Center

A Career Resource Center will be established in each of the pilot school districts to provide, for both teachers and students, a wide variety of instructional materials and media relating to occupations of all kinds.

In-Service Teacher Training

In each of the pilot districts teachers who are currently employed in the elementary school, in the junior or middle school, and in the senior high school will receive in-service training to prepare them for the Career Development Project.

Idaho Legislation Introduced but NOT Enacted

[Legislature of the State of Idaho]

[First Regular Session
[Forty-third Legislature

IN THE ____________________
__________ BILL NO __________
BY ____________________

AN ACT

AMENDING TITLE 33, IDAHO CODE. BY THE ADDITION THERETO OF A NEW CHAPTER TO BE KNOWN AND DESIGNATED AS CHAPTER 44, TITLE 33. IDAHO CODE, RELATING TO CAREER EDUCATION; PROVIDING FOR A SHORT TITLE; PROVIDING DEFINITIONS; PROVIDING FOR A CAREER EDUCATION PROGRAM; PROVIDING FOR DEPARTMENT OF EDUCATION RESPONSIBILITY AND APPROVAL; PROVIDING FOR A CAREER EDUCATION FUND; PROVIDING FOR CAREER EDUCATION UNITS; PROVIDING FOR LIMITATIONS OF EXPENDITURES OF FUNDS BY LOCAL EDUCATIONAL AGENCIES; PROVIDING FOR APPORTIONMENT OF CAREER EDUCATION FUNDS; PROVIDING INTENT AS TO THE DURATION OF THE ACT; AND PROVIDING FOR A DEPARTMENT OF EDUCATION REVIEW DURING FISCAL YEAR 1978 FOR CONTINUANCE.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a new chapter to be known and designated as Chapter 44, Title 33, Idaho Code, and to read as follows:

CHAPTER 44

CAREER EDUCATION ACT

33-4401. SHORT TITLE.--This act shall be known and may be cited as "The Career Education Act of 1975."

33-4402. DEFINITIONS.--As used in this chapter, the terms defined in this section shall have the following meanings, unless the context clearly indicates another meaning:

(1) "Department" means the department of education of the state of Idaho.

(2) "Career education" means the experiences and programs through which one learns about and prepares to engage in meaningful work, whether paid or unpaid, and includes:

(a) Self and career awareness - grades 1-6;
(b) Career exploration, career decision making and career planning - grades 7-12;
(c) Career preparation and placement - grades 11-12; and
(d) Career education inservice training program for staff.

(3) "Local educational agency" means a school district, a charter district, or a cooperative service agency.

(4) "Cooperative service agency" means two (2) or more school districts that have joined together for educational purposes pursuant to sections 33-315 through 33-318, inclusive, Idaho Code, and chapter 23, title 67, Idaho Code.

33-4403. CAREER EDUCATION PROGRAM. - The board of trustees of any local educational agency may establish a career education program. Such program shall have clearly defined program objectives and procedures for the implementation of the program. The career education program shall be consistent with the department guidelines and shall meet department criteria for career education. The board of trustees shall submit to the department prior to May 1 of each year a career education program proposal for approval. Program proposals may be approved in whole or in part with the local education agency receiving funding through the department for the approved program as provided for in this act.

33-4404. DEPARTMENT RESPONSIBILITY AND APPROVAL. - The department shall determine the criteria and set guidelines for each program component listed in section 33-4402(2), Idaho Code, and make these criteria available to each local educational agency. In addition, the department shall be responsible for receiving, evaluating, and approving or disapproving career education proposals, and for notifying the boards of trustees of approved or disapproved programs or portions thereof. The department shall also be responsible for determining the dollar value of a career education unit.

33-4405. CAREER EDUCATION FUND. - There is hereby established a career education fund which shall include any state funds appropriated to the department for such fund and any other funds which may become available by law. The fund shall be administered by the department for the carrying out of the provisions of this act and the funds shall be apportioned to local educational agencies as provided by this act.

33-4406. CAREER EDUCATION UNIT. - The average daily attendance of each student participating in an approved career education program shall be used in determining career education funding to local educational agencies.

(1) One (1) average daily attendance of students in grades one (1) through six (6) participating in an approved self and career awareness program shall be one (1) unit.

(2) One (1) average daily attendance of students in grades seven (7) through twelve (12) participating in an approved career exploration, decision making and planning program shall be two (2) units.

(3) One (1) average daily attendance of students in grades eleven (11) and twelve (12) participating in an approved career preparation and placement program shall be three (3) units.

(4) Ten percent (10%) of the number of eligible units determined in subsections (1), (2) and (3) of this section may be allowed for an approved career education inservice training program for staff.

33-4407. LIMITATIONS OF EXPENDITURES OF FUNDS BY LOCAL EDUCATIONAL AGENCIES. Local educational agencies shall limit the use of funds appropriated for career programs for career inservice training for staff, career materials, school-community career activities which help students become aware of and explore the world of work, career guidance, career decision making, career planning, equipment for hands-on experiences of skill development, career placement, follow-up studies, and other activities specifically approved by the department.

33-4408. APPORTIONMENT OF CAREER EDUCATION FUND. - (1) Four percent (4%) of the career education and shall be transferred July 1 of each year to the department for costs incurred in administering, assisting, and coordinating the career education program.

(2) The total amount remaining in the career education fund shall be divided by the total number of units approved for the coming school year to determine the allowance per career education unit: provided, however, the distribution allowance per unit shall not exceed five dollars ($5.00). Each local education agency's career education allowance is determined by multiplying the career education distribution allowance per unit by the number of career education units in the approved program.

(3) Apportionments from the career education fund shall be made according to the schedule of apportionments from the public school income fund for the foundation education program as provided in section 33-1009, Idaho Code.

(4) As of June 30 of each year, the department shall determine final apportionments to be made on July 15 next succeeding to the several local educational agencies from the career education fund for the school year ended June 30. Such apportionments shall take into consideration:

(a) All funds available in the career education fund for the fiscal year ending on June 30; and
(b) All apportionments distributed for the current fiscal year to the several local educational agencies.

(5) Any funds remaining in the career education fund at the close of the fiscal year shall remain in the fund and be distributed during the following fiscal year.

SECTION 2. It is the intent that this act shall be effective for the three (3) fiscal years of 1976, 1977 and 1978.

SECTION 3. During fiscal year 1978, a study shall be made by the department to review the continuance of funding for specific, but not all, aspects of career education.

[Important Note: This Act was introduced, but was not enacted by the First Regular Session of the Forty Third Legislatuve of the State of Idaho.[

Oregon Legislation Introduced but NOT Enacted

OREGON LEGISLATIVE ASSEMBLY -- 1975 REGULAR SESSION

Senate Bill 85

Sponsored by Senator HEARD, Representative S. JOHNSON

Expresses state policy of supporting programs of career and vocational education at 50 percent level of costs. Appropriates $6,176,515 from General Fund to Department of Education for support. Limits biennial expenditures of department from federal funds to $13,574,270.

Declares an emergency, effective July 1, 1975.

A BILL FOR AN ACT

Relating to education; appropriating money; limiting expenditures; and declaring an emergency.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OREGON:

SECTION 1. It is the purpose of this Act:

(1) That General Fund support for Department of Education staff operations and programs of career and vocational education shall be raised to and maintained at a level of at least 50 percent of the total costs of such operations, with revenue from federal sources to provide the matching 50 percent.

(2) That General Fund support for approved secondary vocational programs shall be maintained at a level of 50 percent of excess costs of operating such programs over that of operation of basic education programs.

(3) That General Fund support for continued development of kindergarten through adult career education programs shall be maintained at a level commensurate with needs as identified in the annual state plan for career and vocational education.

Appendix M (2)

SECTION 2. In addition to and in lieu of any other appropriation, there is appropriated to the Department of Education, for the biennium beginning July 1, 1975, out of the General Fund the sum of $6,176,515 which may be expended for performing the following functions to be performed by the Department of Education:

(1) Support of Department of Education staff operations in career and vocational education programs at the level of 50 percent of such costs: $1,449,028.

(2) Support of Secondary Programs of Vocational Education, for payment to public secondary schools in the state which provide approved programs of vocational education for students in grades 11 and 12, at the level of 50 percent of the excess costs of such programs: $3,752,487.

(3) Support of career education programs, for payment to public schools, community colleges, universities, private educational agencies, and for appropriate and needed developmental projects and programs of the department: $975,000.

(4) Moneys appropriated under subsection (3) of this section may be used for the following:

(a) Curriculum development;

(b) Planning and development of new programs and practices;

(c) Teacher education for all levels;

(d) Career exploratory programs especially for learners in grades 7-10;

(e) Career awareness programs especially for learners in grades K-6; and

(f) Career guidance programs, placement and followup services.

SECTION 3. Notwithstanding any other limitation imposed by law, the sum of $13574,270 is established as the maximum limit for the acceptance of federal funds by the Department of Education for career and vocational education for the biennium beginning July 1, 1975. Such funds shall be divided into:

(1) Grant-in-Aid...$12,125,242; and

(2) Department of Education staff operations...$1,449,028.

SECTION 4. Sections 1 and 2 of this Act do not limit, affect or apply to expenditures for debt services.

SECTION 5. This Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act takes effect July 1, 1975.

[Important Note: This Act was not passed by the Oregon Legislative Assembly, 1975 Regular Session.]

Pennsylvania Legislation Introduced but NOT Enacted; still pending

THE GENERAL ASSEMBLY OF PENNSYLVANIA

HOUSE BILL
No. 354
Session of 1975

INTRODUCED BY MR. GREENFIELD, MRS. KELLY, MESSRS. PANCOAST, BURNS, RIEGER, MRS. TOLL, MESSRS. COWELL, SCHWEDER, MILANOVICH, BELLOMINI, LINCOLN, LEDERER, FEE AND KATZ, FEBRUARY 10, 1975

REFERRED TO COMMITTEE ON EDUCATION, FEBRUARY 11, 1975

AN ACT

Requiring the State Board of Education to adopt a plan for career education; creating the Career Education Commission to review and render advice concerning the plan; and prescribing the powers of the commission.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Short Title.--This act shall be known, and may be cited as the "Career Education Act."

Section 2. Legislative Declaration.--The General Assembly hereby declares that the purpose of this act is to institute career education in the schools of the Commonwealth. It is the purpose of this bill to encourage career education and to assist local school districts in obtaining the capability to become educationally accountable in this vital area.

Section 3. Plan for Career Education.--(a) The State Board of Education shall adopt and periodically review and revise a plan for career education which shall be for the guidance of the Governor, the General Assembly and school districts.

(b) The plan shall contain, but shall not be limited to, adequate provisions to achieve the following purposes:

(1) To make educational subject matter more meaningful and relevant to the individual by focusing around career development themes.

(2) To provide all persons with the guidance, counseling, and instruction needed in developing (i) their awareness of themselves and others; (ii) their self-direction and their acceptance of responsibility.

(3) To provide services for placing every person in the next step in his development whether it be employment or further education by assuring the opportunity for all persons to gain an entry level marketable skill prior to their leaving school or preparing them with the knowledge and skills necessary to pursue further education or to become employed.

(4) To incorporate into the educational system greater utilization and coordination of all community resources.

(5) To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and reentry either into the world of work or the educational system.

(6) To include procedures to measure objectively the adequacy and efficiency of preparing students for careers.

(7) To provide for the role of the State Board of Education in assisting school districts to strengthen their career educational programs.

(c) No plan shall be adopted or revised until the proposed plan or revision thereof has been submitted to the commission established pursuant to section 4. Upon receipt of recommendations from the commission or, in the absence of such recommendations, at the expiration or 90 days following the submission of the proposed plan or revision thereof to the commission, the State Board of Education may adopt or revise such plan as originally proposed or with such changes as it deems appropriate.

(d) The initial proposed plan for career education shall be submitted to the commission within six months from the effective date of this act.

Section 4. Career Education Commission.--(a) There is hereby created a continuing independent advisory agency to be known as the Career Education Commission, herein referred to as the "commission."

(b) The commission shall consist of twenty-four members, as follows:

(1) Six shall be members of the Pennsylvania House of Representatives, three from the majority party and three from the minority party to be appointed by the Speaker of the House.

(2) Six shall be members of the Pennsylvania Senate, three from the majority party and three from the minority party to be appointed by the President Pro Tempore of the Senate.

(3) Two shall be members of school boards.

(4) One shall be a member of a high school student government association.

(5) One shall be a member of a college or university student government association.

(6) One shall be an elementary school teacher.

(7) One shall be a secondary school teacher.

(8) One shall be an employee of the Department of Education.

(9) Three shall be members of parent teacher's association.

(10) One shall be a representative of a private business school.

(11) One shall be a representative of a private trade or technical school.

(c) The term of each member shall be four years, except for the original members, eight of whom shall serve terms of two years, eight of whom shall serve terms of two years, eight of whom shall serve terms of three years, and eight of whom shall serve terms of four years. The original members at the first meeting of the commission shall draw lots to determine which shall serve the two, three and four year terms respectively. Vacancies shall be filled by appointments for the unexpired terms, and shall be deemed to occur whenever a member ceases to remain in the capacity for which he was appointed.

(d) Appointments to the commission, except for the legislative members, shall be made by the Governor.

(e) Each member shall be reimbursed for actual expenses incurred in the performance of his duties.

(f) A majority of the commission shall constitute a quorum.

(g) The Governor shall appoint from its legislative membership a chairman. Other officers, as may be desirable shall be elected from the membership of the committee.

(h) The commission shall be subject to the act of April 9, 1929 (P.L. 177, No. 175) , known as "The Administrative Code of 1929."

Section 5. Powers of the Commission.--The commission shall have the power to:

(1) Review the proposed plan for career education and proposed revisions thereof and submit recommendations to the State Board of Education for changing provisions prior to the adoption of such plan or revision thereof.

(2) Periodically submit recommendations to the State Board of Education and to the Department of Education concerning revisions to the plan and the implementation of the plan.

(3) Provide continuous information and data gathering involving past, present and prospective educational research.

(4) Present an annual report to the General Assembly on the status of the educational program of the Commonwealth.

(5) Conduct hearings and investigations at such times and places as it deems necessary to exercise its powers under this act.

(6) Request information and assistance from school districts and State and local governmental agencies which shall have the duty to provide such information and assistance upon request of the commission.

Section 6. Effective Date.--This act shall take effect immediately.

[Important Note: The above Act was introduced in the Pennsylvania General Assembly (1975) Session) but was NOT enacted. According to information received, the proposed Act is still pending.]